

U.S. Department of Education
Washington, D.C. 20202-5335



APPLICATION FOR GRANTS
UNDER THE

Centers for International Business Education

CFDA # 84.220A

PR/Award # P220A140018

Grants.gov Tracking#: GRANT11693766

OMB No. , Expiration Date:

Closing Date: Jul 03, 2014

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

07/02/2014

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: University of Miami

* b. Employer/Taxpayer Identification Number (EIN/TIN):

1590624458A1

* c. Organizational DUNS:

6251741490000

d. Address:

* Street1:

1320 South Dixie Highway

Street2:

* City:

Coral Gables

County/Parish:

Miami Dade

* State:

FL: Florida

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

33146-6550

e. Organizational Unit:

Department Name:

CIBER

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:

Dr.

* First Name:

Joseph

Middle Name:

* Last Name:

Ganitsky

Suffix:

Ph.D

Title: CIBER Director

Organizational Affiliation:

University of Miami

* Telephone Number:

305-284-4729

Fax Number:

305-284-3655

* Email: jganitsky@miami.edu

Application for Federal Assistance SF-424

* 9. Type of Applicant 1: Select Applicant Type:

O: Private Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.220

CFDA Title:

Centers for International Business Education

* 12. Funding Opportunity Number:

ED-GRANTS-060314-001

* Title:

Office of Postsecondary Education (OPE): Center for International Business Education Program CFDA Number 84.220A

13. Competition Identification Number:

84-220A2014-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Innovative Services and Interdisciplinary Endeavors To Strengthen US Competitiveness

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424**16. Congressional Districts Of:**

* a. Applicant

27

* b. Program/Project

27

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

10/01/2014

* b. End Date:

09/30/2018

18. Estimated Funding (\$):

* a. Federal	305,233.06
* b. Applicant	305,902.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	611,135.06

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**☐ a. This application was made available to the State under the Executive Order 12372 Process for review on .☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.☒ c. Program is not covered by E.O. 12372.*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes☒ No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

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21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix:

* First Name:

Suzanne

Middle Name:

Liv

* Last Name:

Page

Suffix:

* Title:

Director Office of Research Administration

* Telephone Number:

305-284-4093

Fax Number:

305-284-4359

* Email:

grantsgov@med.miami.edu

* Signature of Authorized Representative:

Elisa Rangel

* Date Signed:

07/02/2014

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Elisa Rangel	Director Office of Research Administration
APPLICANT ORGANIZATION	DATE SUBMITTED
University of Miami	07/02/2014

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="UNIVERSITY OF MIAMI"/> * Street 1 <input type="text" value="1320 South Dixie Highway"/> Street 2 <input type="text"/> * City <input type="text" value="Coral Gables"/> State <input type="text" value="FL: Florida"/> Zip <input type="text" value="33146"/> Congressional District, if known: <input type="text" value="27"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="US Department of Education"/>		7. * Federal Program Name/Description: <input type="text" value="Centers for International Business Education"/> CFDA Number, if applicable: <input type="text" value="84.220"/>
8. Federal Action Number, if known: <input type="text"/>		9. Award Amount, if known: \$ <input type="text"/>
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1 <input type="text"/> Street 2 <input type="text"/> * City <input type="text"/> State <input type="text"/> Zip <input type="text"/>		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. * Signature: <input type="text" value="Elisa Rangel"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="Suzanne"/> Middle Name <input type="text" value="Liv"/> * Last Name <input type="text" value="Page"/> Suffix <input type="text"/> Title: <input type="text" value="Director Office of Research Administration"/> Telephone No.: <input type="text" value="305-284-3924"/> Date: <input type="text" value="07/02/2014"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # P220A140018

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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

Add Attachment

Delete Attachment

View Attachment

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

University of Miami

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:
* Last Name: Suffix:
* Title:

* SIGNATURE:

* DATE:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Innovative Services and Interdisciplinary Endeavors to Strengthen US Competitiveness

Abstract

The University of Miami (UM) Center for International Business Education and Research (CIBER) is a University-wide Center housed at UM's School of Business Administration (SBA). Its mission is to be an essential nexus for diverse constituents in achieving their international goals and to contribute to the development of innovative ideas that advance the competitive position of the United States (US) in the world economy.

UM CIBER will deliver results by integrating the following key themes into a unified framework:

- **Latin America (LA):** Leveraging Miami's strengths and reputation as a "Gateway to the Americas" and UM's resources and capabilities in the region
- **Interdisciplinary:** Combining SBA's expertise, in delivering solutions, with the competencies of UM's Schools/Colleges of Medicine, Nursing, Engineering, and Arts and Sciences
- **Services:** Focusing on UM and Florida's service areas of excellence (e.g., healthcare and finance), key drivers to US competitiveness

UM CIBER aspires to be one of the most respected International Business (IB) Centers in the US. In its second funding cycle, UM CIBER will accomplish the following objectives:

1. **Create International Experiences that Enhance Students Employment Opportunities:** UM CIBER will contribute to the design/enhancement of IB courses, exchanges, and experiential learning opportunities, including field study trips, consulting, reverse mentoring, and interdisciplinary projects. In total, 20 programs will allow students to develop cross-cultural, language, technical and entrepreneurial competencies with which to successfully operate in/with emerging markets in general, and LA in particular.
2. **Strengthen Florida's International Expertise:** To improve the community's capacity to succeed abroad, the UM CIBER will work with Enterprise Florida and the South Florida US Export Assistance Center to address the IB development needs of students/faculty of Miami Dade College, its premier partner, as well as select local high-schools, and Florida's small/multinational businesses (fulfilling Competitive Priorities 1 and 2 of the RFP). UM CIBER will offer 14 programs including IB conferences/seminars, speaker series, and global innovation projects.
3. **Promote Interdisciplinary Research and Faculty's IB Competencies:** The UM CIBER will expand/strengthen the network of faculty that will address global challenges and enhance IB knowledge. It will sponsor eight interdisciplinary programs including breakthrough IB research; academic/professional conferences with the participation of top level, business and academic leaders from the US and LA; field-study trips; and a white paper series, to name a few. The best practices and lessons will be integrated into comprehensive frameworks addressing global business and society challenges. Outcomes will be disseminated to the academic and business communities.

The above objectives will be designed/executed by over 50 UM faculty members, from 12 Schools/Colleges/Centers and 50 external partners, developing further our previous relationships. Resources from the US Department of Education, matched by those from UM, will help carryout UM CIBER's mission. A comprehensive evaluation will help the 15 members of the International Advisory Council assess the Center's success and offer recommendations for continuous improvement to the Dean of SBA, leaders throughout the University, and the UM CIBER Director, Dr. Joseph Ganitsky (jganitsky@miami.edu/305-284-2629).

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

Add Mandatory Project Narrative File

Delete Mandatory Project Narrative File

View Mandatory Project Narrative File

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Delete Optional Project Narrative File

View Optional Project Narrative File

Innovative Services and Interdisciplinary Endeavors to Strengthen US Competitiveness

I. Introduction

To achieve the mission and objectives stated in the abstract and to excel in delivering results, UM CIBER will focus on an integrated approach comprised of the following:

- **Latin America (LA):** Leveraging Miami's strengths and reputation as a "Gateway to the Americas" and UM's resources and capabilities in the region;
- **Interdisciplinary:** Combining SBA's expertise, in delivering solutions, with the competencies of UM's Schools/Colleges of Medicine, Nursing, Engineering, and Arts and Sciences; and
- **Services:** Focusing on UM and Florida's service areas of excellence (e.g., healthcare and finance), key drivers to US competitiveness.

To accomplish its mission and objectives, UM CIBER will:

- Develop, in conjunction with business and community partners innovative experiential learning opportunities and new educational programs at UM, Miami Dade College (MDC), the largest Hispanic Serving Institution (HSI) and Community College in the US and Miami High Schools (HS) to help their students gain distinct IB expertise with which to gain employment in the broad IB field;
- Promote innovative interdisciplinary projects that leverage UM's strengths and are aligned with the strategic priorities of UM, SBA, and their faculty/programs;
- Inject the entrepreneurial and innovation mindset into all UM CIBER programs;
- Support studies and projects that identify better practices in int'l service industries, including but not limited to healthcare and financial services, to enhance US competitiveness;
- Strengthen collaborative relations with foreign academic partners, in particular LA;

- Organize and sponsor cross-cultural programs with foreign partners, giving top priority to those in Brazil and in market-friendly/faster-growing Pacific Alliance (PA) economies in LA; and
- Offer affordable access to IB and foreign language faculty development programs.

Introductory comments would not be complete without a few words about the central role of services in the unique LA-South FL interdependency, and of our interdisciplinary approach.

Latin America: During the past decade the region experienced high annual GDP growth (above 6%), financial resiliency, record-setting foreign direct investments into its market-friendly economies, and advancements in poverty alleviation (saw its poorest people gain access to products/services and become new members of an emerging middle class). These resulted from LA's vast natural resources, the Asian-driven commodity boom, and the global credit bubble. Although LA's "golden decade" has faded (to 2.7% GDP growth in 2013, and [expected] 3% in 2014), it is still fertile ground for *novel* business and social *innovation* models to further expand the middle class, particularly in PA nations. These models will include significant transfers of intellectual and financial capital from South FL, and synergistic collaborations between NGOs and leaders of the public and private sectors now being trained in South FL.

Latin Americans in South Florida: Miami often called the "Gateway to Latin America" has the highest percentage of foreign-born residents of any US metropolitan area (Cubans only 22%). Millions of Latin Americans come to Miami as tourists, immigrants, temporary residents, health patients, shoppers, investors (foreign *non-residents* are key players in South FL's booming real estate market, collectively owning more than 50% of all dwelling units), passengers connecting through its int'l airport (over 40.5 million passengers in 2013, second busiest for int'l travel and

busiest for int'l freight in the US), and tourists embarking from its cruising ports (world's largest) to the Caribbean, the most popular destination (37% of all itineraries).

Services-Miami's Core: In 2011, services represented more than 66% of the world's GDP and 79% of US GDP, generating 80% of US jobs. The US is the top producer and exporter of services with \$606B reaching 14% of the world's total and generating a trade surplus of \$179B. Between 1980 and 2007 Miami was the largest growth area of US int'l trade. Its economy is service and int'l services centered. It ranks as the top city to do business in LA with 1,133 large multinational corporations (MNC) from 53 nations employing more than 130,000 overseeing their operations in LA. These, and smaller local companies, are key suppliers to buyers in dozens of countries worldwide and major global exporters of high value-added services contributing significantly to FL's total merchandise trade value, which in the last decade grew by 135% (\$90B in exports/\$72B in imports). Companies leverage Miami's advantages: extensive global ties, linguistically diverse population, int'l legal and insurance services, readily available trade financing and banking/wealth management services by 53 domestic, int'l banks (second largest US financial hub), and a growing int'l trade infrastructure (i.e., transportation network, freight forwarders, logistics, distribution, warehousing, ports and foreign trade zones). In addition, Miami is home to the US Southern Command, the US Federal Reserve Board's branch that verifies LA's banks' compliance with US financial regulations, and a fast growing venture-capital market (investment jumped from \$102M in 2010 to \$369M in 2013) aiming at transforming Miami into LA's Information Technology (IT) Center where tech companies flock to reach LA.

Interdisciplinary-UM CIBER's Core: Miami and UM's unique int'l and service strengths have allowed UM's SBA to become a true IB and services hub. Its classes, regardless of program, typ-

ically have students from over 20 different countries. Most professionals in its graduate and executive education programs bring extensive experience in very diverse service industries, including healthcare, finance, logistics and tourism. By interacting with this student body, SBA professors have developed a rich and continuously updated understanding of LA's opportunities and concerns, particularly in services, and of the great value and synergies generated from their interactions with faculty and students from other Schools. As a result, SBA faculty have unique capabilities to work with colleagues in other areas, using their expertise to deliver solutions to challenges of other disciplines. UM CIBER will continue leveraging and strengthening further this advantage.

Later, we will point out the UM CIBER-related resources and initiatives already in place (Section VIII, Adequacy of Resources). During the past year, we interviewed many of our internal and external constituents to find out what other IB initiatives UM might undertake, including what resources would be needed and what work was underway already. Consistently, all were very pleased with our services, encouraged us to expand, and volunteered to collaborate with us in launching several new innovative programs. After analyzing their suggestions, we concluded that to meet these expectations, additional effort and support would be needed. UM CIBER will provide mostly new programs, while consolidating and growing our most successful existing initiatives in order to improve their overall effectiveness in serving our diverse constituents.

II. Project Purpose and Objectives

The abstract highlights the project's overall purpose and objectives, and indicates the target constituents (students, community, faculty), we will serve. More specifically, UM CIBER aims to achieve its three interrelated objectives through 42 programs, carried out by more than 50 UM

faculty members (**Appendix 1, Exhibit 2**) in collaboration with eight UM Centers, 14 professional organizations, 13 foreign partners, and seven collaborating CIBERs (**Appendix 3, Exhibits 2 and 3**). For each target constituent we designed a set of programs grouped according to where they will take place (location sets: “on campus,” “in Miami,” and “on the road” [out of town]).

Objective 1-Create Int’l Experiences that Enhance Student Employment Opportunities:

To meet the professional development and employability/global leadership goals of UM students, UM CIBER, in collaboration with its business, community and academic partners, will sponsor 20 innovative programs in all three location sets, the majority of which will be experiential. The “on campus” set comprises 8 programs that will help students prepare for employment (after developing IB compliance, networking or foreign language skills) or advance IB studies. The “in Miami” set will enhance student’s understanding of the real IB world through practical experimentation and training. Finally, the “on the road” set includes 9 programs that take students abroad in order to enhance their capacity to adapt to different cultures/environments while conducting entrepreneurial, consulting or environmental sustainability projects, or participating in case competitions, field-study trips, internships/exchanges, or cutting-edge research studies.

Objective 2-Strengthen FL’s International Expertise: To improve the community’s capacity to succeed abroad, UM CIBER will address the IB development needs of students and faculty of MDC, two local HS, and FL’s small businesses and MNCs through 14 programs. The “on campus” set will expose students of MDC and HSs to IB conferences/seminars and global innovation projects. For the “in Miami” set, MDC faculty as well as business executives will attend numerous IB conferences on UM’s campus, including the annual *Leadership and Innovation for the Americas* series. Similarly, the Western Hemisphere Senior Commercial officers of the US Department of

Commerce (DOC) will gather on UM's campus for an annual conference hosted by UM CIBER, in partnership with Enterprise FL (FL's Official Economic Development Agency) and the DOC's South FL US Export Assistance Center (EAC). The "on the road" set will allow MDC faculty to attend the *IB Institute for Community College Faculty and Outreach for Minority Serving Institutions* (MSI) programs (sponsored CIBER-wide).

Objective 3-Promote Interdisciplinary Research and Faculty's IB Competencies: UM CIBER will expand/strengthen the network of faculty that will address global challenges and enhance IB knowledge by sponsoring eight interdisciplinary programs within three sets. The "on campus" set will help professors develop foreign language skills and gain a stronger understanding of research opportunities/methods by attending seminars with the participation of top level business and academic leaders from the US and LA. The "hands on" set will support breakthrough interdisciplinary IB research and the dissemination of findings to the academic and business communities. The "on the road" set will offer access to *Faculty Development in International Business* (FDIB) programs, and to the *CIBER Business Language Conference* (CBLC) (sponsored CIBER-wide).

The successful execution of all of these programs will contribute to the advancement of CIBER's mega-goal: to strengthen US competitiveness. **Chart 1** (All **Charts** can be found at the end of the narrative) summarizes the inputs from key constituents (the project's contributors and customers), the respective goals with which they will pursue, and this project activities outputs, short- and long-term outcomes, and evaluation loop. This graph is a useful guide for the entire UM CIBER proposal, including the final evaluation section. Meanwhile, **Chart 2** gives examples of the composition of interdisciplinary teams, highlighting the diversity of partners within each team. Members will set priorities, such as conference themes and tracks, invite high-profile speakers,

identify internship opportunities, advance research projects, and/or decide how to strengthen relations with their primary constituents. UM CIBER will support their efforts, by facilitating exchanges of experiences/best practices, and by handling many of logistical/administrative matters.

III. How Project Meets the Purpose of the Authorizing Statute

To achieve the aforementioned three objectives, our programs collectively advance all statutory provisions of sections 611 and 612 of Title VI, part B of the Higher Education Opportunity Act of 2008; the Government Performance and Results Act of 1993 (GPRA) and the GPRA Modernization Act of 2010 (GPRAMA); as well as DOE's 2014 invitational priorities (under 34 CFR 75.105(c) [**Appendix 3, Exhibit 1**]). The following section describes in broad terms how each program meets our project's three objectives. The numbers within brackets, next to each header throughout section III, refer to the required and permissible activities of the Title VI Statute promoting CIBERs (including competitive and invitational priorities, respectively).

Objective 1- Create International Experiences that Enhance Student Employment Oppor-

tunities: To meet this objective, UM CIBER will support 20 innovative programs, mostly involving experiential learning activities (with high student involvement), representing genuine breakthroughs in UM's IB educational methods. These participatory activities help distance students from the constant distractions and addictive internet access that diminishes the effectiveness of traditional learning methods. All programs seek to develop basic IB skills to succeed in academic competitions, research studies, accessing meaningful jobs, and at work. Of particular significance are *Innovators for the Americas* and *Global Business Consulting*.

1.1 IB Compliance Boot-Camp: Healthcare, Finance, and Beyond [1D, 1G, 2I, 2J]: Under Graduate (UG) students may participate in this 4-day program, held annually during the winter break. Led by Dr. Anita Cava and Michael Scher, students will learn the implications of the US

Foreign Corrupt Practices Act and the UK Bribery Act for the healthcare and finance industries.

After completing this boot-camp, students may intern for a semester in co-sponsoring firms. Students excelling in the internships will be more employable upon completing their UG studies.

1.2 Global Speed Networking [1G]: With help from SBA's Ziff Graduate Career Services Center (Ziff), UM CIBER will host a networking mixer (based on the idea of "speed dating"), two times yearly for all MBA and UG students interested in pursuing IB careers or starting global businesses. Students will have the opportunity to network with FL's entrepreneurs and executives from small businesses and MNCs, in order to learn what firms are looking for in potential employees and/or what it takes to run their own global business.

1.3 Focus On... [1A, 1E, 1F]: Panel discussions about trending business opportunities and challenges in specific countries and/or entire regions (i.e., Africa, Asia, EU, LA). Events will bring together UM students, prominent academic scholars and business leaders to discuss the impact of trends, policies and cultural dynamics upon business decisions in subject country/region.

1.4 Doctoral Seminar-Strategies for Multinationals from/or Operating in Emerging Economies [1D, 1F, 2C, 2G, 2I, 2J, 2N]: SBA faculty and distinguished colleagues from other Schools will meet with PhD students from throughout the US for a week-long seminar. They will discuss strategic issues faced by MNCs from/in Africa, Asia, LA, and the Middle East; as well as related research topics, methods, works in progress, and recent publications. They will pay particular attention to int'l services issues.

1.5 VIP-Teletandem [2H, 2J, 2O]: To enhance oral comprehension in a foreign language, UM CIBER will support Teletandem sessions, starting in Portuguese language courses. UM students and students from Brazil's Universidade Estadual Paulista (UNESP) will engage in weekly

Skype sessions in one of the UM's language labs. Students will converse in Portuguese, providing hands-on solid conversational experiences, necessary for a comprehensive grasp in the language.

1.6 Less Commonly Taught Languages [2H, 2J, 2O]: UM CIBER will fund two language tutorial courses per year. Through these tutorials, UM students will develop language skills used in regions crucial to the US (i.e., Arabic, Hindi, Mandarin, Russian). These tutorials are offered through UM's Directed Independent Learning Study (DILS) program.

1.7 Business Portuguese Course [1A, 1C, 2H]: UM CIBER will support the Modern Languages Department (MLL) in delivering POR100 and POR211, primarily targeted to undergraduate UM students (but open to other constituents) already fluent in a Romance language. After one year of training, students will be able to conduct business in Portuguese.

1.8 Continuous Enhancement of IB Curricula [1E, 2D]: UM CIBER will contribute to faculty discussions pertaining new IB programs, enhancement of existing ones, and how to integrate key resources and expertise (from UM and elsewhere) into specialized programs that meet today's increasingly complex IB challenges. It will promote and facilitate innovative IB curricula that captures opportunities emerging from forces/trends that reshape the global economy and from having access to SBA's expanding global business network. It will share lessons from its programs, findings from its sponsored research projects, and experiences with sister CIBERs.

1.9 IB Practicum [1D, 1G, 2A, 2I, 2J]: Graduate students enrolled in the MIBS and MAIA programs may undertake individual IB projects under the direction of executive and academic mentors. At the practicum's outset, student and mentors agree on goals, methods, and work plan. At its completion, students defend their analyses, deliver conclusions, and offer recommendations.

1.10 Reverse Mentoring [1G, 2K]: UM CIBER along with Ziff will provide "student mentors"

to senior financial service executives. This collaborative relationship will help executives teach the next generation of business leader's key trends affecting their global businesses while being mentored by students in social media and other millennial generation communication skills.

1.11 Sister Cities Miami [1D, 1F, 1G]: UM CIBER and Ziff will invite one MBA student per year to travel abroad and document cultural and business exchanges between delegations participating in the Sister Cities int'l program of Coral Gables (a division of Miami). Participating LA countries include Colombia, Guatemala, and Ecuador. After completion, students may intern in participant firms/organizations.

1.12 Innovators for the Americas [1D, 1G, 2I, 2J]: Under the leadership of Susana Alvarez-Diaz (Director of SBA's Entrepreneurship Program) and William Silverman (Director of UM Launch Pad), with the collaboration of other faculty and Ashoka entrepreneurs, UM CIBER will promote the assessment of potential new global ventures focusing on service industries in LA. Each year, four teams, each with four UG business and engineering students from UM and partner Schools in PA (e.g., ICESI in Cali, Colombia; Adolfo Ibáñez in Santiago, Chile) will meet at UM in early January for a week-long global entrepreneurship workshop. At the end of the workshop, students will agree on a possible business venture and work plan. During the semester, students will work virtually to evaluate the potential economic benefits and risks from their identified strategic options. They will meet again at a designated PA partner (rotating each year) to finalize their new venture's analyses. At the end of the program, UM students and their team, if interested in transforming their projects into real new ventures, will work with advisors from the Launch Pad (UM's new business venture office which encourages and enables students and alumni to launch their startup).

1.13 Global Business Consulting (GBC) [1A, 1D, 1G, 2A to 2E, 2J, 2L]: UM CIBER and partner CIBERs will form a consortium and its members will identify/secure projects/financial commitments from MNCs interested in consulting projects to solve real-world problems abroad. The consortium will appoint John Mezias (and other partner Schools professors) to direct graduate student teams, each of six students. Every year in early spring, team members will meet with MNC executives to discuss goals and agree on a work plan. This will be followed by online/virtual work throughout the semester. During the early summer, teams will travel abroad for in-country site visits, work, and final presentations. Findings will be presented to host companies abroad and to the academic mentor. Overall experience is rated by team members and faculty, for credit. In 2015 we will have three teams, ramping up to six teams two years later.

1.14 International In-Country Internship [2D]: UM CIBER, leveraging its partnerships and contact network, will support UG business students to find/participate in approved int'l internships. It will match their skills and goals with relevant requirements for an eight-week int'l internship throughout LA.

1.15 Student Development in International Business (SDIB) [2B, 2D, 2J]: For the past two years, UM CIBER has offered select two-week field study trips to China and India. CIBER will continue offering these, and add new study trips to Brazil and PA countries. Participants in this two-credit elective visit local universities, companies, and NGOs to learn from macro forces and policies affecting firms' opportunities, strategies, operations, experiences, and best practices.

1.16 SDIB US-Entrepreneurship Drives Competitiveness [2F, 2J]: Students will gain a better understanding of factors influencing US leadership and competitiveness in the IT and other highly entrepreneurial sectors by participating in this program. Susana Alvarez-Diaz will lead a

two-week study trip to California's Silicon Valley with visits to venture capital and entrepreneurial firms. Pre-departure and post-arrival work includes research analysis of select firms.

1.17 Sustainable Global Field Project [1G, 2A, 2C, 2D, 2J]: Starting in year two, UM CIBER will award up to five annual partial travel grants to undergraduate business students to study factors threatening the sustainability of ecosystems and/or to develop strategies for affordable access to basic services. Project locations include Galapagos, Ecuador (threatened by massive tourism); Peru and Brazil's Amazon region (with limited access to drinkable water); and Panama and Chile (with poor healthcare services). Drs. Ann Olazabal, EllenMarie McPhillip, Richard Weisskoff, Sherri Porcelain, and Diego Deleon will direct these projects.

1.18 International Case Competition [1A, 2B, 2D, 2E, 2J]: Top UG students will attend a high profile, int'l case study competition at McGill University, Montreal, Canada and/or University of Southern California. Both competitions focus on strategic challenges and managerial dilemmas faced by global business leaders. Students will prepare for the competition with the assistance of an SBA faculty member.

1.19 Enhance Graduate Student Global Network [2B, 2D, 2E]: UM CIBER will assist SBA in expanding and enhancing partnerships with other institutions. UM CIBER will draft and maintain MOUs and agreements needed for programs, including those mentioned in the proposal.

1.20 International Exchange Scholarship for Minorities [1A, 2B, 2D, 2E]: UM CIBER will administer SBA's competitive process to select (among minorities) awardees for partial travel scholarships covering additional costs of participating in int'l student exchange programs. Students participating in exchange program become more competitive in the global market.

Objective 2: Strengthen Florida's International Expertise: To improve the community's ca-

capacity to succeed abroad, UM CIBER will address the IB development needs of students and faculty of MDC and local HSs. We seek to increase faculty and student awareness/interest in, and understanding of, IB issues by developing and implementing three “on (their) campus” programs (including *Innovate: Miami-Young Leaders*, conceived by Jorge Andres Mendez, a UM graduate student, run by and for students) and four “on the road” programs, for their faculty to participate in institute and mentoring programs for MSIs. UM CIBER will also reach FL’s small and multinational businesses by organizing six “in Miami” programs, including the *Leadership and Innovation in Services for the Americas Annual Conference*, focusing on a different service industry each year, whereby participants will discuss the impact that major technological and social trends/changes may have over its corporate strategies. In addition, CIBER will co-sponsor with the DOC the Annual *Discover Global Markets* and the *Automated Export System (AES) Seminar*. UM CIBER co-sponsorship will include outreach programs with UM’s Center of Hemispheric Policy (CHP), focusing on LA, and University of Florida’s (UF) Center for African Studies, focusing on Africa.

2.1 Innovate: Miami-Young Leaders [1D, 1G]: Under UM CIBER’s direction, UM graduate students in the fields of Entrepreneurship, IT, IB, and int’l Administration and Management, will mentor the IT talent of juniors and seniors at G. Holmes Braddock Senior High School's iPrep Academy and IT magnet program. Teams of students will work on semester-long internationally focused IT projects, finding solutions to real-world problems in PA’s service industries. These projects might also have a direct impact upon Miami’s relationship with LA. UM students will practice leadership and management skills as they help foster/develop the minds of these young innovators. After completing their projects students may have the opportunity to obtain internships with local software development and IT firms.

2.2 The Nuts and Bolts of IB for MDC [1C, 1D, 1H, 2E, 2L, 2I]: To enhance the community's IB knowledge, UM CIBER will develop/sponsor half-day participative sessions, four times a year at MDC for faculty and upper level students interested in learning more about IB. Each session, led by a team of UM faculty and IB executives, will be oriented to discuss all-encompassing presentations of a basic IB topic and answer audience questions/concerns. MDC students will expand their network which has the potential to lead to internship or job opportunities.

2.3 IB101 for High Schools [1D, 2I]: This program seeks to expand IB knowledge among interested HS students at institutions with a large and existing focus on IB, including Braddock and Carrollton. These sessions, on their campuses, will be held four times per academic year and will present IB guest speakers in different fields.

2.4 IB Institute-Miami [1C, 1D, 1H, 2E, 2G, 2I, 2L]: This three-day conference, open to college faculty from throughout the US and the business community, is specifically designed to meet IB professional development needs. Top level IB experts, including SBA's John Daniels and Yadong Luo, will present and lead discussions to enhance IB competencies of current faculty and provide knowledge to up-and-coming IB professionals involved in small business.

2.5 Leadership and Innovation: Annual Conference [1C, 1D, 1F, 1H, 2E, 2I, 2K, 2L]: Members of the SBA faculty and their peers in other UM Schools/Centers have agreed to form teams, each focusing on a different service industry (**Chart 2**). Each team will advance common goals, including the design and execution of their conference. They will agree on main driving themes, such as, strategic frameworks US firms may use in providing affordable access LA's underserved markets, additional external partners, and distinguished keynote speakers. Participants will learn from the discussions, and expand their professional networks adopting UM CIBER's interdisciplinary approach in their development agenda.

2.6 Discover Global Markets [1D, 1F, 2N]: UM CIBER, in cooperation with the US DOC and Enterprise FL, will host the Annual *Discover Global Markets* conference for more than 300 Senior Commercial Officers of US Embassies in the Western Hemisphere. Each year it will focus on a different region (i.e., LA in 2015, Africa in 2016). All CIBERs will be invited and encouraged to participate.

2.7 Automated Export System Seminar and Workshop [1D, 2G, 2I]: UM CIBER in collaboration with the US DOC, will host this annual seminar/workshop event for all those involved in the export process. Census Bureau experts will cover new export regulations, Schedule B classification requirements (released in April 2014), and a thorough overview of the AES. US Customs and Border Protection experts will explain port requirements and efforts against terrorism and int'l narcotics trafficking.

2.8 Global Mini-Conference: A Day of Education [1C, 1D, 1H, 2E, 2G, 2I, 2K, 2L]: UM CIBER will host half-day education sessions four times per year on the UM campus for faculty throughout FL, including MDC. Professionals interested in IB issues will also be welcomed. In addition to disseminating IB knowledge and discussing problems faced by the business community, professors may identify areas for relevant applied research, possible interdisciplinary partnerships, and teaching content that will bring students' expertise closer to employer's needs.

2.9 Business Opportunities in Africa Workshop [1C, 1D, 1F, 2E, 2I, 2K, 2L, 2N]: Beginning in year three, the UF Center for African Studies (the largest of its kind in the southeast and one of the largest in the US) and UM CIBER will co-host an annual workshop on *Doing Business with Africa* aimed at business leaders and advanced students currently or potentially interested in Africa's emerging markets. This would follow the model of the successful similar workshops

held in Tampa, FL in 2008 and Jacksonville, FL in 2003 in collaboration with UF CIBER (no longer a CIBER grant applicant).

2.10 Joint Programs with the Center for Hemispheric Policy [1C, 1F, 1H, 2K]: UM CIBER will continue partnering with CHP to co-sponsor (1) one day seminars/workshops featuring panels of UM faculty and distinguished business leaders to discuss political and economic policies affecting selected int'l service industries and (2) CHP's premier events (e.g., Western Hemisphere's Opportunities and Challenges Conference, and Latin American Economic Forecast).

2.11 Communication in the 21st Century [1D, 2E, 2K, 2L]: CIBERweb is the online home of the national CIBER network, providing information on each Center, its staff and activities, as well as CIBER-wide publications and a monthly newsletter. All CIBERs provide funding to Michigan State University's (MSU) CIBER to host this site. Each Center updates and maintains their own specific information. In addition, video recordings of relevant and important UM IB conferences will be posted on our website, www.UMCIBER.com. Event promotion and information dissemination will also take place via social media (Facebook, Twitter, and LinkedIn).

2.12 Mentoring and Outreach for Minority Serving Institutions [1C, 1D, 2E, 2J, 2L]: UM CIBER will continue collaborating with, and sponsoring the Globalizing MSI program championed originally by Memphis CIBER and in the future by Georgia State CIBER. This program will discuss and share with participating HBCUs, MSIs and community colleges, on a one-on-one mentoring basis, valuable pedagogical tools, knowledge, and experiences in IB education.

2.13 IB Institute (IBI) for Community College Faculty [1C, 1D, 2E, 2I, 2L]: UM CIBER will support the participation of two MDC faculty members, in 2015 and 2017 IBI. Hosted by MSU CIBER, it includes coverage of IB topics in all core business fields; a focus on selected world regions; and small group sessions on timely topics, all facilitated by community college faculty.

2.14 San Diego State University (SDSU) District Export Council [1C, 1D, 2E, 2L]: UM

CIBER will join the CIBER-wide collective effort to collaborate with the National District Export Council (NDEC). This initiative, partners all CIBERs with NDEC and their Annual DEC Leadership Conference held each fall in Washington, DC. This program enables CIBERs to engage with 1500+ policy makers, business people, trade organizations and educators from across the US. This direct involvement/collective platform will allow our CIBER to work with DEC member companies, both regionally and nationally, to offer meaningful opportunities, such as internships and mentorships, for our students in order to enhance their employment prospects.

Objective 3-Promote Interdisciplinary Research and Faculty's IB Competencies: UM

CIBER will support faculty internationalization, expansion of IB knowledge and teamwork/engagement between UM's faculty and external constituents (as exemplified in **Chart 2**) through eight IB faculty development programs and community outreach conferences. UM CIBER will continue giving top priority to the int'l service field and will achieve this objective's research component by sponsoring and providing internet proceedings from the four conferences on int'l services (already described in 2.5).

3.1 Frontiers in IB Research Seminar [1D, 2E, 2I, 2L]: Faculty and PhD students from throughout FL Universities/Colleges and guest scholars from all over the world will present and discuss research projects. SBA's John Mezias and FIU's Arya Chacar will co-lead these seminars alternate at UM and FIU campuses.

3.2 Frontiers in IB White Paper Series [2F, 2G, 2K, 2L]: To facilitate worldwide dissemination of sponsored publications and presentations, UM CIBER will collect and post on our website IB papers, cases, technical notes, and other pedagogical materials. Presentations at UM's academic meetings and professional development programs will also be posted.

3.3 IB Faculty Exchanges/Guest Scholars [1E]: During the past decade, SBA has signed collaborative agreements with leading Universities in Asia, Australia, Europe and LA. As a result, distinguished guest scholars from these and other Schools have joined our faculty for short periods. To increase such exchanges and facilitate team-research/teaching, UM CIBER will encourage SBA faculty to host and work with more visiting scholars by offering them logistic assistance and limited funding, as needed. It will also set up int'l encounters where visitors will present research findings and meet UM faculty sharing common interests.

3.4 Faculty Language Development [1B, 2H, 20]: UM CIBER will support the creation of language courses solely for UM faculty interested in expanding their command of Portuguese and Spanish. A 7-10 person course will be offered every semester. With their enhanced language expertise, professors will be able to communicate better with businesses in LA, and will set an example for students to follow (i.e., never too late to learn a language).

3.5 Interdisciplinary Research Mini-Grants [1E, 1F, 2I]: To strengthen IB research, UM CIBER's Research Committee, comprised of top UM researchers, will invite UM faculty to submit interdisciplinary research projects (submitted jointly by faculty from at least two different Schools/Colleges within UM) for competitive review/ awards. The committee will prioritize research areas, evaluate submissions, choose awardees, evaluate performance, and adjust research scope/priorities every year. Its initial priorities center on identifying best practices and developing frameworks to improve transfer of expertise and resources from the US to emerging markets and vice-versa. In order to achieve the following goals, aligned with SBA's strategic priorities and the job generation imperative for the US: (1) expand access to healthcare and financial services in LA; (2) infuse corporate and social entrepreneurship into wealth creation and social innovation worldwide; (3) improve supply chain and logistics management in emerging markets;

(4) strengthen personal, corporate, social, and cyber security in LA; and (5) enhance global knowledge process outsourcing, Co-Opetition, and service practice worldwide.

3.6 FDIB-Latin American Pacific Alliance [1C, 1D, 1H, 2L]: Field study trip for faculty and professionals nationwide interested in learning more about the opportunities and challenges of those working in/with LA's PA market-friendly countries. UM CIBER will develop this two-week study trip, in cooperation with local University partners and Am-Chams, starting in 2016, placing emphasis on technological and social challenges affecting companies in the healthcare, finance, and other services industries. UM CIBER will competitively support at least one participant from MDC and one from UM annually.

3.7 Co-Sponsor Other CIBERs' FDIB [1D, 1H, 2E, 2L, 2N]: UM CIBER will co-sponsor FDIB programs organized by the following CIBERs: South Carolina in Sub-Saharan Africa; FIU in India; and Minnesota in Scandinavia. Other CIBERs will co-sponsor our FDIB-LA PA program (3.6). Competitive awards will be given based on goal alignment of interested faculty's professional development/research.

3.8 CIBER Business Language Conference (CBLC) [1B, 1D, 1H, 2E]: UM CIBER has been an active co-sponsor of the annual three-day CBLC. We will continue funding the attendance of two business language faculty members annually. They will join other faculty across the nation to discuss issues relevant to business language teaching and IB.

In summary, Table 3.1 in Appendix 3 indicates that all mandated and permissible activities are fulfilled collectively by all proposed programs. We have given top priority to mandates 1D (for collaborative programs), 2E (for consortia with other institutions), and 2L (serve other faculty, students, and institutions... within their region). Further, **Competitive Preference Prior-**

ties 1 and 2 are addressed by 10 and 9 Programs, respectively. In addition to joining two consortia (led by MSU and Georgia State CIBERs, to address the internationalization needs of Community College faculty and MSIs), each year we will cover the fees for one MDC faculty member to participate in FDIB- LA PA (3.6), and invite all MDC faculty to our IB research seminars (3.1) and other programs (3.4, 3.5, 3.7). We have responded to **Invitational Priority 1** by including *Sub-Saharan Africa in the Doctoral Seminar* (1.4), co-sponsoring SC's FDIB in Sub-Saharan Africa (3.7), focusing on Africa and Southeast Asia for years 2 and 3 of the *Discover Global Markets* (2.6), and hosting jointly with UF's Center for African Studies a *Business Opportunities in Africa Workshop* (2.9). Likewise, in response to **Invitational Priority 2**, we are sponsoring four language programs (1.5-1.7, 3.4).

IV. Project Significance (Appendix 4)

We estimate that in over four years UM CIBER's programs will have a direct impact upon 2,000 UM students; 400 MDC students and 480 HS students; 3,400 business leaders/professionals; 360 UM faculty; and 620 college professors nationwide (**Appendix 4, Exhibits 1-5**). Given space limitations, we are merely highlighting the proposal's six most important outputs leading to its three most important short-term and three long-term outcomes. **Chart 3** depicts the short- and long-term outcomes, select programs that contribute to the important outputs (common themes of different programs), and highlights the six flagship programs (i.e., the two most innovative for each target audience). As you can see, at its core are the project's three target audiences. The next three rings include "on campus," "in Miami," and "on the road" programs, that gradually build capabilities with which each audience can reach its short and long term objectives (depicted in the two most external rings respectively). It is important to notice the impact of some programs (and outcomes) over others, as well as the collaborations and synergies achieved.

Outputs/Themes

First-LA's Pacific Alliance: Our focus on the PA's opportunities fills a void currently not covered by CIBERs. In 2011, Chile, Colombia, Mexico and Peru, formed the PA to achieve common economic and social integration/development goals. It comprises 212 million people, with a combined \$2.1B GDP (36% of LA). In 2013, PA was the 9th largest world economy with 50% of LA's total trade (close to \$1.1B), receiving more than \$85B in FDI. Its members have agreed to zero tariffs on all traded goods (92% immediately and balance within next 17 years); facilitate people's free flow (no visas for tourists and businessmen), students and faculty exchanges (including 400 scholarships), a common stock market; and common embassy representations.

Participants of *FDIB-LA PA* (3.6), *Innovators for the Americas* (1.12), and *SDIB* (1.15) programs, will learn about the region's emerging opportunities, firms' best practices/initiatives to cope with economic, social, and technological challenges. For these programs, UM CIBER will collaborate with leading local Universities, US Commercial Officers, AmChams, and select MNCs, among others. Eleven additional programs will focus on LA, including a new *SDIB* to Brazil (1.15), fostering a crucial dialogue among academic and business communities holding different views, and taking proactive steps to promote better methods to understand and deal with complex changes. The emerging institutional relationships between participants and host schools should yield fundamental research initiatives and academic offerings with a global impact as well, allowing SBA to strengthen its capacity and reputation to serve those doing business in/with LA.

Second-Experiential Learning: Reflecting from our first funding cycle's experiences and our current IB courses, we concluded that promoting experiential learning opportunities is the most valuable contribution our Center can make to enhance UM's capacity to excel in its educational

mission. Thus, UM CIBER will promote a total of 12 new experiential learning opportunities (**Appendix 4, Exhibit 9**) directed to UM students, and we will support faculty at UM, MDC, our CIBER partners, and other Schools nationwide, through our FDIB-LA PA (3.6), and other FDIBs (3.7) championed by other CIBERs. Collectively, these programs will influence a major cultural change in SBA and UM by inspiring both participant and non-participant faculty to further internationalize their research and teaching horizons, to contribute to the advancement of cultural expertise of all constituents, and to strengthening UM's capabilities to facilitate the development of relations between regions. We estimate this grant will facilitate 164 domestic trips and about 450 int'l trips by students and professors over the four year period (**Appendix 4, Exhibits 6-7**). The bulk of the funds for these trips will come from students and other Universities (funds not included in our budget estimates). Program participation will provide defining experiences that have the potential of changing students and professors professional development goals, as has been the case with all those who participated in similar activities during our first funding cycle.

Third-International Services: Since our inception four years ago, we have aimed at becoming the leading interdisciplinary research, development, and dissemination Center in the US on the int'l competitiveness of the service sector. During our first funding cycle we sponsored several service focused research projects, academic conferences, and outreach events, the most recent being the June 2014 "Annual Frontiers in Services Conference" attended by more than 200 scholars from over 30 countries. In the coming funding cycle, we will host *Leadership and Innovation in Services for the Americas* conferences (2.5), linked to other research (3.5) and experiential learning (1.12) programs. The healthcare service sector is among UM's greatest strength and the most important in both the US and the FL economies. According to the *Beacon Council*,

services represent more than 30% and 37% respectively of Miami Dade County's employment and earnings, along with 29% of FL's GDP. In addition, the importance of int'l services to competitiveness is likely to grow as a result of four mega-changes affecting US corporations: (1) reform legislation to enhance governance and effectiveness; (2) more stringent global compliance mechanisms to secure professional accountability and corporate public trust; (3) national policies demanding compliance with sustainability and social responsibility goals; and (4) increase competition from emerging market rivals. These changes will force US corporations to enhance and leverage their service expertise.

UM CIBER expects to contribute to the quality attributes of this growth, foremost because int'l services are at the core of FL's economy. To the extent that our continued sponsorship of these activities yields valuable transformational knowledge, and it is disseminated to and adopted by students and a new generation of interdisciplinary-minded business leaders, we are confident that UM CIBER will have a significant impact.

Fourth-Strengthen our Community: We are bringing to new levels, with the expectation of significant new results, three relationships that in the past four years we started developing with academic and business entities in FL. The first relationship, with MDC, will expand by giving equal access to their faculty and students to several programs at UM (1.4, 3.1, 2.5, 2.8), at other CIBERs (2.12) and even abroad (3.6). In addition, UM faculty will offer at MDC other programs specially designed for their faculty and students (2.2), and will work together with their faculty in achieving synergies in programs that, although different in content and target audience, serve different needs of the same industry (e.g., Global Supply Chain and Logistics). The second relationship, with Miami Dade HSs, will start new programs. In *Innovate: Miami-Young Leaders* (2.1), MAIA and MBA students, collaborating with UM faculty and Ashoka entrepreneurs, will

mentor Braddock's high-performing IT students in internationally focused projects to solve unique challenges in LA. Meanwhile, SBA faculty will offer *IB101* to Carrollton and Braddock's HS students to increase their awareness and interest in IB issues. The third relationship, with Enterprise FL and the US DOC's EAC in FL, will co-host two major events (2.6 and 2.7). Every year *Discover Global Markets* will focus on another region of the world, contributing to expand the mindsets and capabilities of our nation's most influential int'l trade promoters abroad. In all three relationships/partnerships, we will also leverage the IB expertise of UM alumni as well as other community leaders.

Fifth-Languages: UM CIBER will continue encouraging and supporting students interested in developing language and culture expertise, foremost on BRIC countries, through language training and foreign development trips. BRIC countries offer great wealth generation potential for firms based in the US and solid career opportunities for our students. Brazil's growing political and economic importance (member of G-20, generates more than 40% of LA's GDP, hosts the 2014 World Cup and 2016 Olympics, and is FL's leading trade partner) attracts students to master Portuguese. The attractiveness is even higher among Romance language speakers, who most often, can be Portuguese proficient in a year. Since more than one fourth of all UM students are Hispanic, a first priority is to focus on Brazil, and offer/encourage them, and other Romance language speakers, to take *Business Portuguese Course* (1.7). To further improve the effectiveness of CIBER's language efforts, we will support the innovative *VIP-Teletandem* program (1.5) which provides daily, individualized conversation through Skype with UNESP. UM CIBER will also support language tutorial courses (through UM's DILS) for other *Less Commonly Taught Languages* (1.6), and for the first time, a Spanish language course for UM faculty (3.4) designed to enhance their capacity to communicate with FL's large Spanish speaking population.

Sixth-Interdisciplinary and Cross-Institutional Collaborations: UM CIBER aims to break the silos within UM in order to maximize synergistic benefits. We will integrate various cooperative and outreach activities embedded in most of our programs into a global network. We will leverage a wide array of strengths from SBA and 62 various partners (**Appendix 3, Exhibits 2 and 3**). Because of this interdisciplinary approach interactions will stimulate critical thinking and create new ideas. The benefits will impact students, professional communities, and faculty. Our relationships with partners worldwide will be oriented to (1) benefit from their accumulated experience, knowledge, unique programs, and resources that complement ours, (2) experiment and work together in maximizing potential synergies to develop crucial know-how and expertise with which to enhance US competitiveness, (3) contribute to meeting expectations of their and our diverse constituents, and (4) participate in and develop methods to better generate and disseminate int'l knowledge.

Short-Term Outcomes: The previous six outputs/themes are the foundation for three outcomes:

First-Employability for Globally Minded Graduates: UM CIBER's 20 IB programs targeted to UM students (in addition to other personal/professional development opportunities they already have access to) will increase their IB awareness and (functional, regional and language) expertise, their discipline and motivation to overcome hurdles, and their initial pragmatic sense of what works and what doesn't (i.e., the value and limits of concepts and frameworks in real life situations). In consequence, upon graduating, UM students will become more attractive to demanding employers, standing tall in today's very competitive job market. The likelihood of our students being hired as well as of them deciding to stay in Miami for their initial career job experience will increase, thus reducing the region's historical brain drain. Once on the job, they will

perform and demonstrate their capacity to accomplish employers' goals, while gradually advancing their professional development path. As they progress, they in turn will mentor other students following the same path. Finally, the extensive experiential/outreach programs in our proposal will improve efficiency in the market between employers and students. These results will not only improve FL's role as a global provider, but will impact national competitiveness as the region performs better in relation to its int'l competition.

Second-IB Knowledge Generation and Dissemination: UM's internationally minded leadership and internationally focused faculty will continue advancing their research and educational goals, which will result in new IB knowledge and dissemination into the classroom and beyond. Their talent will be synergistically developed through the cross-disciplinary thrust of our proposal. Further, the interchange through outreach programs, such as the *Leadership and Innovation in Services for the Americas Annual Conference* (2.5), should enhance the implementation of academic research to practical policies by companies and the public sector. All academic papers from our events/conferences will be posted on our website, www.UMCIBER.com.

Third-Community's Larger IB Talent Pool: As a result of our extended partnerships with MDC, Enterprise FL, US DOC's EAC, and many businesses, the impact of UM CIBER will broaden and deepen. We will contribute to enhance the IB capacity of MDC's faculty, which in turn will impact the quality of training they will provide to their students, a segment of professionals traditionally beyond UM's scope. This audience, when properly trained and employed, will allow others with more advanced training/experience to improve both their performance and the competitiveness of their firms. The combined pools of well trained professionals at different levels, familiar with each other's expertise, and willing to work together, is a significant outcome. Firms will retain more experienced employees, who in turn will continue enhancing their

expertise. This virtuous cycle ultimately means that the region, as a whole, will be home to a larger IB talent pool.

Long-Term Outcomes: The previous three short-term outcomes are the foundation of the following three long-term outcomes:

First-Global Leaders: Through time, UM’s globally-minded graduates will advance in their careers and professional development, some becoming principled leaders that transform global business and society, consistent with our School’s mission. Alumni will stand ready to contribute to the enhancement of the quality and competitiveness of our School’s programs as well as our region. They will actively discuss with leaders at UM and the community strategies and approaches to achieve these long-term goals. It is our expectation that all UM CIBER programs will create global leaders, who will help us in achieving our two other long-term outcomes.

Second-SBA’s Breakthrough IB Programs and Enhanced Reputation: The accumulated knowledge generated and disseminated by SBA’s faculty, the value of their instruction, and the valuable contributions of business and community leaders, will allow our School to continue generating new breakthrough IB programs, such as the recently launched “Miami EMBA for the Americas,” as well as to achieve/maintain high rankings, such as our #1 Global EMBA program for LA executives.

Third-Strengthen US Competitiveness: As already noted, Miami is home to world-class service providers that include born-global companies, MNCs LA headquarters, financial/legal/logistic suppliers, infrastructure developers, trade middlemen, and defense contractors. Collectively they are a strong foundation for int’l competitiveness. While Miami has earned the “Gateway to Latin America” label, its capacity and reach are becoming ever more global. However, the fiercely competitive globalized world requires this region to overcome its shortcomings and

develop new sustainable competitive strengths. It's within this broader context that UM CIBER's goals and scope have been defined (i.e., pinpointing sectors and markets with great growth potential that also mesh with the resources at UM and within the region; advancing this growth with knowledge creation and dissemination; upgrading human resources with internationalized programs tailored to the service sectors and areas of potential growth; and searching for means to reduce environmental risks that might inhibit sustainable growth).

V. Project Design

Coherence of Research, Education, and Outreach Activities: (Appendix 4, Exhibit 8) In order to meet our goals, UM CIBER will: (1) build upon existing strengths; (2) enlist motivated and capable faculty who will commit to include UM CIBER's goals within their professional agendas; (3) leverage proven human and other resources to maximize our results and minimize our risks; and (4) strengthen the interdisciplinary component of all programs. In addition, we are also willing to support some new UM activities with a high-impact potential. We have explained these points in prior sections. The following two sections will describe how we balanced these factors into a coherent set of activities first *within* and then *among* each of the areas of research, education, and outreach/outcome achievement for our three target audiences. The last section shows how our project design leads to coherence into the future.

Coherence *within* Education, Research, and Outreach: UM CIBER's educational proposal has both functional and geographic coherence. Our spotlight on several service areas/functions (all interdisciplinary) and the development of many new experiential learning programs facilitate synergy in learning how to bring diverse viewpoints together and how to connect the learning experiences on campus with those in the "real world." Further, we foresee bringing together all

service areas by developing a course on int'l service management. Geographically, we ensure coherence by emphasizing business in LA, building on our historic advantages. However, because both LA's and FL's environments are changing from regional to global, we are supporting student and faculty travel to other areas of the world to build competence in leveraging the handling of services that connect LA globally, but especially with Asia and Europe. Our planned work with MDC and HSs, although not centered on a specific business function or geographic area, provides basic int'l entrepreneurial perspectives that are aligned with UM CIBER's goals. MAIA and MBA students will prepare modules for HS students and mentor them, thus extending their own IB education in the process. All int'l consulting, entrepreneurial and sustainability experiences will contribute to significantly expand students' capacity to deal with unfamiliarity, scope, and global network.

Part of our research support will be competitively allocated for projects that cut across and support IB activities in general. We expect some of these to involve high potential faculty efforts on subjects new to both researchers and SBA. We have designed our proposal to encompass a high degree of research coherence in three respects: (1) building on research streams by faculty who have proven publishing records; (2) supporting research in our service area thrusts; and (3) consistency with SBA's strategic priorities. In terms of the first, we have already identified research areas for year one that meet the above criteria. Continuation of work on such areas as expanding access to healthcare and financial services by the new members of LA's emerging markets, global supply chain management, and process outsourcing will not only extend existing frontiers, but will also minimize the risk of having projects not reach fruition. In terms of the second aspect, we are giving priority to those that fall into our targeted service areas (including

some that are practitioner and pedagogically focused). As for the third aspect, the innovation/entrepreneurship emphasis of this project is an SBA priority. Our offering of annual conference in services should promote a valuable researchers-practitioners dialogue, additional research outside UM, and a widespread scholarly interchange of ideas and works in progress.

We will aim our outreach activities to both academic (students and faculty at MDC and South FL HSs) and nonacademic (private and public) audiences. Their members will be invited to attend conferences/workshops, such as the *Business Opportunities in Africa* (2.9) and our website, including media reports will available to anyone worldwide (2.11). We will extend outreach to students indirectly through the provision of IB and entrepreneurship modules for graduate students, who in turn will use them in their own teaching/coaching (2.1). Coherence will occur by sharing many common characteristics. These characteristics overlap with our funded research projects, which will increase the exposure of *White Papers* (3.2) and publications distributed through our website.

Coherence among Research, Education, and Outreach: In actuality, categorizing projects is not always easy. For instance, when professors present their research as part of an executive program, the result includes elements of education and outreach as well. In fact, most of our research projects focus on IB opportunities, challenges, and models (both economic and behavioral). We expect that findings will enter the classroom and eventually have outreach applications. Most faculty researchers will take an active role in disseminating this research through both for-credit education and outreach activities. From the start, we have considered these areas to be inseparable and interdependent; consequently, we have not approached them in isolation. There is an assurance that the areas will complement each other. In addition, experience shows that when faculty complete the types of development initiatives that we have included, they are

likely to infuse their newly learned information into the classroom and consider new research endeavors that encompass their expanded knowledge base. In fact, a number of the initiatives embedded in our plan were proposed and will be championed by faculty who benefitted from UM CIBER's first funding cycle mini-grants, FDIBs, and IB Research Seminars.

By emphasizing the overarching themes of innovation and services, the subject matter for most of our projects are related. There is further coherence by having both academicians and practitioners contribute and interact in the *Leadership and Innovation in Services for the Americas* conferences. Practitioners will convey real life challenges and responses, which then serve as classroom material and starting points for continuing research streams under CIBER's frontiers in research initiatives. Part of our research funding is for case writing in services, which, in turn, fulfills the educational dimension. In addition, we will offer awards for students' *Sustainable Global Field Projects* which require essays summarizing their experiences and key lessons learned. These applied works should reach widespread classrooms through case clearing houses and our website. Further, our programs with MDC and the US DOC EAC will result in practitioner/academic interchanges with MDC and with the largest group of US commercial advisers in the Western Hemisphere. The combination of academic and practitioner interchange will lead to the preparation of materials to use in several courses within SBA's new MIBS and Miami EMBA for the Americas programs.

Each service track/program and each target audience will have research, education, and outreach components and will operate separately. Some of the planned activities are designed to transfer approaches and lessons from one service area to another or from one target audience to the other. Leaders of programs will meet with the UM CIBER Director regularly to exchange ex-

periences/lessons. Finally, the values driving our diverse constituents will help bond our research, education, and outreach.

While the above examples illustrate coherence among all three dimensions of research, education, and outreach, some of our components connect only tangentially with the others. We strongly believe that, despite some tangential areas, the coherence we have described is more than sufficient for the requirements and success of the program. Some other areas (e.g., providing instructional programs for HS students) may not directly impact IB research and outreach to the business community but they improve our constituents “social responsibility” attributes, which will help them as private and public employees. Additionally, some students may receive early inspiration to continue IB studies and even become future IB researchers.

Coherence into the Future: Four years ago UM CIBER was designed by adopting a comprehensive interdisciplinary model and IT infrastructure that concentrates on disaggregating and aggregating components to facilitate and secure successful planning and execution of all programs. This allowed and continues to allow design and logistics linking the three areas of research, education, and outreach, so that they can be applied and advanced in the future.

UM CIBER will build upon its first funding cycle but will focus on important programs, which up until now could not be executed. We will continue advancing in two of the initially chosen four service areas (i.e., healthcare and finance), while expanding to new ones (e.g., supply chain/logistics and security). UM CIBER will be able to build on our growing expertise to engage in broader frameworks and deliver more value to our diverse constituents. These outcomes, if properly connected to expertise in foreign-based service centers, as we did when supporting the “Frontiers in Int’l Services Conference,” will contribute even more to further enhance US competitiveness, our primary goal.

In conclusion, we see future synergy among our areas of research, education, and outreach and among our three target audiences (students, community, faculty). The combination of US DOE funds and commitment of human and financial resources means that the quality completion of every component proposed is high and will likely be so for future CIBER undertakings.

VI. Management Plan

This section first presents UM CIBER's structure, leadership personnel, information system, managerial philosophy, and relationship to UM's administration. It then details the timelines, milestones for accomplishing project tasks, budgeting, and accountability.

Structure/Leadership: (Appendix 5) Dr. Joseph Ganitsky will continue as UM CIBER's Project Director (PD) under guidance from 15 International Advisory Council (IAC) members (**Appendix 1, Exhibit 1**). The PD will continue investing at least one half of his time to UM CIBER, reporting to the Dean of SBA, consulting with an external evaluator, Leslie DaCruz, and others, and discussing with IAC members strategic plans and performance evaluation, as needed. Nicole Pertierra Iglesias, CIBER's Assistant Director (AD), with help from Yamirca Blanco, runs day-to-day operations, prepares reports, evaluation forms, and schedules, among other responsibilities. The IAC will meet annually to review CIBER's performance and discuss strategic options in response to emerging challenges and opportunities. The PD, in coordination with the SBA Dean, will convene the IAC annual meeting. Given CIBER's diversity and interdisciplinary character, nine distinguished professionals will serve as coordinators.

Structure/Coordinators: Although UM CIBER's programs/initiatives vary substantially, each is headed by an individual responsible for discussing plans with the PD, who will assist as needed in divergence and/or assure compliance. Although programs differ significantly, there are benefits from exchanging experiences, especially among team leaders. Each team leader will

work with constituents throughout UM, implement outreach activities, and lead a unique conference. Despite significant differences among activities that cut across IB and service needs, UM CIBER's overall plan will benefit by sharing knowledge about achievements, concerns, and impediments, thus facilitating "best practice" exchanges. Further, UM CIBER will regularly convey information about all activities to all interested parties.

Information System: UM CIBER relies on the web-based information environment built in SharePoint Server 2013. By bringing diverse programs and activities into this platform, we facilitate planning, organizing, executing, and evaluating. This platform also provides all constituents with ready access to pertinent information to meet and assess their respective goals. For example, it facilitates collaboration between academicians and practitioners. By constantly feeding information from surveys and other instruments into the platform, it facilitates the evaluation of individual programs as well as the entire project.

Philosophy: UM CIBER aims to further advance the int'l accomplishments of SBA and UM. In defining our strategy, participating faculty have followed a clear guiding principle: Pursue stretch goals that can be achieved in the next four years, starting from where we are and remaining consistent with the resources at hand. Thereby, all programs and activities represent substantial additions if not absolute innovations. While our primary mission is to achieve our stated objectives, we aim to maintain an open framework, avoiding appearances of favoritism. We will continue maintaining very transparent processes and make information readily accessible. For example, when encouraging applications and selecting faculty for a travel award, we communicate the selection criteria and its rationale, such as, "junior faculty likely to get tenure and gain from the experience so that UM is most apt to reap future benefits from their participation;" or,

in promoting and choosing students for a given award, we will communicate the award's existence through our website and UM's newsletter, e-Veritas (reaching all UM students).

University Support-Central to Achieve Objectives: The project's success relies on the continued administrative support that it will receive from UM, starting with the President's and Provost's offices and also including all participating Schools and Centers. In the planning stages, extensive support has been committed. UM CIBER's programs are consistent with UM's strategic thrust, making commitment even stronger from UM and SBA. The best example is SBA's full financial administrative support, rising from 0% in 2010 to 100% for the fourth coming cycle.

Project Management-Milestones, Timelines, Budgeting, and Accountability: Once submitted, UM CIBER will continue working on preliminary steps for implementation. If funded, we will ask the FL Governor's office to appoint a representative to the IAC and we will call for that body's next meeting (scheduled for October 2014). The PD and AD will attend the annual meeting of PDs. Likewise, in coordination with SBA's HR Department, the PD will initiate the process for contract renewal of UM CIBER's two administrative staff, following UM's policy as an equal opportunity employer. Thus, they will continue working as they have throughout our Center's first funding cycle.

Timeline Chart: Appendix 5, Exhibit 4, depicts the planning (P), implementation (I), and evaluation (E) activities for each of the 42 programs, as well as cross program activities, on a quarterly basis, throughout each of the project's four years. This chart also indicates which individuals, coordinators, or units are primarily responsible for each program. In the new funding cycle, UM CIBER's first quarter will be characterized by the startup phase of most programs, although planning for most is underway. The first output happens during the first quarter of operations.

Not all programs will be carried out every year, some are alternated, due to operational or budgetary considerations, while others require more time to commence. The final evaluation of most programs occurs annually; however, some evaluations (such as the impact of actual changes in course content made by a professor two years after participating in a given FDIB program or after completing a research project) will be conducted after the grant's expiration (late 2018 and beyond not included in this chart).

Budget Summary: ED524 A and B provides line item descriptions of each entry for all proposed costs (federal and non-federal) for each of the four years of the project. **Appendix 7** includes budget notes related costs to proposed activities. Costs are based on estimates embedded in the information system set up for this project. For example, 7% of DOE resources support leadership and administration (of which 0% is for administration), 42% on-campus activities; and 39% off-campus activities. Additionally 49.89% of funding will come from the US DOE and the balance (50.11%) from UM, an indication of UM's commitment (discussed further in Section VIII). We have submitted full budgets for every year in this funding cycle.

Accountability: UM CIBER will empower and fully delegate to its core faculty the strategic and tactical decisions pertaining to all research, education, and outreach components. As a result, UM CIBER will concentrate its efforts on facilitating successful execution of programs, coordinating efforts to minimize duplications while exchanging good practices among programs, maintaining the database and information system, fulfilling administrative requirements of the grant, and balancing the diverse expectations of all internal and external constituents. Although the PD's basic management philosophy is to maximize delegation and accountability, ultimately he is fully accountable for the entire project. In consequence, it will be the PD's responsibility to make adjustments, always in consultation with SBA's Dean, the IAC, and officers from the DOE

VII. Project Personnel

This section reviews the quality of key personnel for the proposal (**Appendix 1, Exhibit 3 and Appendix 6**), as well as continuing policies to assure proper participation by under-represented groups.

Project Director-Joseph Ganitsky: PD since the Center's inception, with over 40 years of IB experience, he was the founding Dean of the Business School at Universidad de los Andes, Bogotá, a top-ranked Latin American Business School, and held permanent appointments in the Jerusalem Institute of Management, Tel Aviv; Tulane and Loyola Universities, New Orleans; and, after Hurricane Katrina, UM. At Loyola he directed the IB area, its largest, and six IB grants, including three DOE-funded BIE grants. He served as Program Chair and President of the Business Association of Latin American Studies and as Placement Coordinator for AIB for seven years. His students have bestowed him with numerous teaching awards, including five in UM's MSPM Program.

Governance: In assembling UM CIBER's IAC, we were fortunate to secure valuable advice of distinguished leaders (**Appendix 1, Exhibit 3**). The following faculty have agreed to serve as leaders for areas that cut across our four service concentrations: *Int'l Consulting*: John Mezas; *Int'l Partnerships*: Anuj Mehrotra; *Innovation*: Hari Natarajan; *Research*: A. Parasuramam (also member of the Research Committee with John Daniels, Yadong Luo and Terri Scandura); and *Language and Culture*: Maria Stampino.

Key Personnel (Staff and Faculty) Qualifications: In identifying potential contributors, we worked within the entire University, starting at the very top (e.g., the idea for *Innovators for the Americas* originated from a discussion with UM's Provost) and included many of our best and brightest colleagues (such as faculty from UM's nationally highly-ranked Medical and Nursing

Schools). We made sure that all contributors were willing and able to work with peers in fields with very different mindsets and skills than their own (e.g., Int'l Studies and Engineering). We secured co-sponsorship from UM's internationally focused Research Centers (e.g., CHP, funded by the State Department); as well as technical Centers and Institutes (e.g., Supply Chain Management). We extended our association with existing CIBERs, leveraging the relationships that the PD, AD, and some UM faculty developed with other leaders/faculty. We are convinced that contributors will benefit each other, thus transforming UM CIBER into a valuable instrument for continuous professional and personal growth.

UM CIBER will benefit from the significant contributions of an outstanding team of int'l scholars. According to a study of the *Management International Review* UM ranks #2 in the world in IB research and Dr. Yadong Luo is the world's foremost IB scholar. In addition, the same journal, on its 30th anniversary, referred to John Daniels as "one of America's most prolific IB scholars." During the past decade more than 10% of SBA faculty has held editorial responsibilities in more than 20 academic journals. The IB research committee includes two AIB Fellows, John Daniels and Yadong Luo, and A. Parasuraman, world leader in the global service field.

Participation by Under-Represented Groups: Our staff was hired following UM's strict processes as an equal opportunity, affirmative action employer. It prohibits discrimination and harassment against employees or applicants on the basis of race, color, sex, age, disability, veteran status, religion, national origin, or sexual orientation. In addition to staff, we will continue including these provisions to any student or faculty awards. Further, consistent with Invitational Priority #2, our outreach programs will provide faculty development and assistance to internationalize programs at MDC (an MSI) and also South FL HSs.

VIII. Adequacy of Resources

To examine the extent to which the costs are reasonable in relation to its objectives, design, and potential significance, we first outline UM and SBA resources, which allows us to present the broad framework of the resource base for examining the effectiveness with which US DOE funds will be used.

The University of Miami: With more than 16,935 students (Fall 2013) (15% int'l, 52% white, less than 40% from FL, much more geographically diverse than the student bodies of other major universities in FL) studying on five campuses, UM is a vibrant and diverse academic community of more than 2,559 full time professors (Fall 2013). It is a major research University, engaged in more than \$346.6 million (FY13) in annual research and sponsored programs (ranked 59th among US Universities in expenditures of federal funds for research & development in FY12). 12 Schools and Colleges offer more than 275 majors and programs, including 110 bachelors, 103 masters, and 62 doctoral programs. It is accredited by the Southern Association of Colleges and Schools (SAC), as well as by 23 other professional accrediting agencies. Its libraries contain over 3.5 million volumes, 656,893 electronic books, and 90,550 electronic journals supported by 60 computer labs. UM has int'l education and exchange programs in 33 countries and is the largest private employer in Miami Dade County, with an annual economic impact of \$4.5B and employment impact of approximately 42,000 direct and indirect jobs. In 2014, *US News & World Report* ranked UM as #47 among 281 nationwide Universities in its listings of "America's Best Colleges." It also ranked several of its programs within "America's Best Graduate Schools." UM is ranked 39th among the research, doctoral, masters, liberal arts, and specialized private and public universities reporting to the Council for Aid to Education.

The School of Business: The faculty of 85 full time and more than 45 adjunct professors offers AACSB accredited MBA, EMBA, MS, PhD and non-degree Executive Education programs in English, as well as an EMBA in Spanish. In addition, we offer EMBA programs in Puerto Rico. UM SBA has recently partnered with five leading business schools and universities across Asia, Australia, Europe and LA, for student and faculty exchanges, team research, and joint executive education. Some recent indicators of our competitive rankings are: #1 Executive Education Program for LA, US (*América Economía*, 2013); #9 MBA Program for Hispanics, US (*Hispanic Business*, 2013); #15 fulltime MBA Program, US (*América Economía*, 2013); #21 EMBA Program, US (*The Economist*, 2013); and #32 for Faculty Research, US (*Financial Times* EMBA rankings, 2013).

To carry out activities, UM provides our Center: (1) access to the competencies of team leaders, area coordinators, and contributing faculty; (2) office space for the PD, AD, and assistants; (3) priority to use other facilities for events and conferences; (4) usage of UM's IT and communications infrastructure; (5) administrative support; and (6) operational support, as needed.

UM CIBER will make efficient use of US DOE resources by coupling all new resources with prior and ongoing UM investments to develop faculty, facilities, and programs; by conservative spending; and by using existing budgets as potential seed money to generate complementary funds for additional proposed programs. This combination guarantees an efficient use of the grant's resources. It should be pointed out that if we were to be awarded, none of the DOE funds would be used to cover UM CIBER's administrative costs. SBA will cover 100%. This is a significant change as compared with four years ago, when all those costs were covered with US DOE funds.

Although the above shows that UM and SBA have adequate resources to carry out some

CIBER initiatives, these resources would still be inadequate without the motivation to push forward int'l programs. UM President, Donna E. Shalala and the UM Board of Trustees share the vision and commitment to raise the quality of this institution and to position it as one of the nation's elite teaching and research universities in order to develop future leaders of our nation and the world. Under the leadership of Dean Eugene W. Anderson, SBA is moving forward on a vision to become a globally preeminent Business School, by developing groundbreaking impact conferences on topics ranging from real estate to global business, attracting world-class research scholars and top students, and extending the reach of our placement activities, ensuring that our graduates have opportunities in leading business centers around the world. In summary UM is eager to carry out CIBER's goals and objective making efficient use of DOE resources.

IX. Project Evaluation

This proposal would not be complete without a solid evaluation plan (complying with all IFLE GRPA measures), as well as project-specific measures tied to our project's goals and objectives. We have focused our evaluation on our proposal's three main objectives (1. Create Int'l Experiences that Enhance Student Employment Opportunities; 2. Strengthen FL's International Expertise; and 3. Promote Interdisciplinary Research and Faculty's IB Competencies).

In planning the project's evaluation, we sought the expertise needed to achieve the following seven goals: (1) designing a conceptual evaluation framework for the entire proposal; (2) having a system for competent collection, storage, and evaluation of data; (3) deploying the tools and means to determine outcomes; (4) using information to adjust ongoing operations; (5) appraising the dispersion of CIBER-project recipients; (6) measuring the soundness of our operations; and (7) providing the DOE with objective information on the effective use of federal funds. The following will describe the evaluation expertise being used for our proposal and discuss the seven

main goals. **Appendix 8** provides in-depth support to our evaluation plan, including key performance indicators, scorecards, worksheets, and Performance Measure Form (PMF).

Expertise: During the past four years, UM CIBER staff, under the direction and assistance of Dr. Ann Bessell, Director of UM's Education Evaluation Team, developed an evaluation system with specific evaluation tools that aided in the adoption of efficient means to store and analyze data. In addition, she provided our staff valuable training resulting in evaluation skills used constantly. As a result, we have been able to keep track and evaluate our performance. This system and culture has allowed us to learn from our successes as well as identify areas for improvement, report our performance to both the US DOE and SBA in a timely fashion, and make improvements when needed. We have been accumulating data that allows us to contrast and compare different programs and cohorts within the same program, thus extending the conclusions that we have been able to draw from our experiences. In planning for the next funding cycle, we have reviewed and upgraded our system for it to comply with IFLE guidelines. We foresee the continued improvement of our evaluation expertise. As with anything else we do, the AD will register in her logs changes as they occur and if they were to require changes in processes, we would adopt them only after discussing their merits. If changes were to be adopted, they would be reflected in our (written) operational guidelines.

1-Evaluation Framework: UM CIBER adopted an evaluation framework linking our project's inputs (from key participants, either contributors or customers), goals, activities, expected short- and long-term outcomes (**Chart 1**). It shows the relationships among the main invested resources, UM CIBER's programs, and the benefits and changes we expect will result. It also highlights the crucial formative analysis performed by members of our IAC and consultant prior to

their submitting recommendations to the PD. UM CIBER will assess each of the 42 programs independently as inputs to the overall evaluation.

The education and outreach components of our project will continue being evaluated using Donald Kirkpatrick's four levels of training evaluation: Reaction, Learning, Behavior, and Results (**Appendix 8, Exhibit 1**). As the model suggests, we start with 'Reaction' and move sequentially to the next levels by using information from each prior level as the base for the next. This model aligns our objectives, programs, data collection, and results. It has already allowed us to identify appropriate strategies to evaluate many programs, differentiating the measurements because of diverse needs. For example, collecting customer satisfaction surveys might be best for some programs, while others may be better evaluated through focus groups.

2-A System for Collection, Storage, and Evaluation of Data: UM CIBER staff has been taught to design appropriate instruments to capture information needed for evaluation. Since inception, we have been collecting data and developing the proper systems to store and analyze these data. We have been using measures that overlap with data collected for AACSB and SAC accreditation requirements. Gradually we have developed an integrated database management system that has allowed us to interface with UM's ongoing research and business intelligence information base, as well as other databases (e.g., alumni). We also share data with other units (e.g., CHP). UM CIBER's fulltime staff and part-time student assistants are responsible for data input. The information collected is used on a daily basis for all types of administrative and strategic decisions. In addition, at the end of every semester, we integrate the information in order to access programs and submit reports to the DOE and UM's Administration. Access to data is controlled to ensure its security and adherence to agreed confidentiality terms. Our Center is ready to provide specific indications as of how to access our aggregate data, if requested by the DOE.

Our project's diversity and complexity has demanded the development of specific measurements for each objective along with more customized measurements for groups of programs aligned with common objectives. Within the same objective, we include common components within the measurement instruments. For example, different customer satisfaction surveys will include a common set of questions that will apply to all customers regardless of program. These responses will result in common indicators that will allow us to compare a program's performance over time, in relation to our goals, and relative to other programs. At the same time, we define a few broad objectives, each covering a wide range of programs. Given that those programs are linked to a common objective, we use a set of common measures to assess our performance. We share this approach with GPRA, as described later.

3-The Means to Determine Outcome in Addition to Output Whenever Possible: The determination of output for any educational endeavor is much easier than the determination of outcome. We need alternative proxies for particular outcomes. The following will briefly explain our plans for measuring both output and outcome. A way of measuring the relative success in achieving our long-term goals will be by collecting descriptive trend data for longitudinal analyses of UM faculty productivity in IB in order to contrast with peer institutions. Further, we will track the evolution of the ratio of students majoring in IB, actually pursuing IB careers after graduation.

For evaluation of both output and outcome, we have approached this project's activities from two perspectives: *suppliers* (mostly faculty engaged in knowledge creation through their research and program/course development, along with their knowledge dissemination through teaching and publications); and *customers* (mostly those attending classes, lectures, and experiential programs, but also those students-from UM and elsewhere, executives, and faculty who use the

knowledge that suppliers have created and disseminated). By using perspectives and information from both suppliers and customers, we can systematically obtain a comprehensive assessment of UM CIBER activities. Much of this will simply be quantitative measurements of output, such as how many students completed a course in Business Portuguese, how many people attended a specific conference, and how many times individuals accessed UM CIBER's website. While this information is essential for determining whether we completed each program in our proposal and at what cost, additional information is needed to get us closer to making the connection between our activities and the overarching competitive outcome of all CIBERs.

UM CIBER will continue evaluating all programs by administering exit and/or entry survey instruments to both suppliers and customers. These surveys by nature must be more descriptive and perceptual than the measurements previously described. For instance, exit supplier surveys may ask faculty how they have used direct or indirect CIBER support in their courses or research, circulated results among their peers nationwide, and infused new information into their courses. These surveys will also determine their perceptions of how valuable/effective the grant has been in contributing to the success of their teaching and research. Meanwhile, whenever possible, customers will be surveyed at the beginning and end of each program, and six months later. By contrasting entry and exit surveys that focus on knowledge, attitudes, and beliefs of respondents, we will be able to obtain excellent outcome measures (i.e., what changes took place). The first exit survey will be used to evaluate outputs through customers' perceptions of the value and effectiveness of the information (principally concepts, inspiration for future IB work, and anticipated professional development experience) they received from CIBER supported classes, conferences, etc. This exit survey will particularly target ending perceptions in relation to prior expectations. The second exit survey, six months later, will be used to identify how/whether they

have used concepts, frameworks, and/or skills developed during the program. This second exit survey will rely, not only on having respondents reply to statements on semantic differentiation scales, but also on having them give feedback on specific ways UM CIBER programs have benefited them. This second exit survey will yield a rich body of anecdotal experiences that get us very close to the ultimate goal of US competitiveness. In those cases where respondents have not applied the knowledge from the programs they attended, we will ask (1) their perception of “why not?” (e.g., some may not yet be in an appropriate work position) and (2) what are their expectations for the future? This will help us adjust future programs.

While the above measurements depend largely on perceptions, we will also, to the extent possible and mainly in classroom situations, compare customers’ knowledge of the targeted area before (i.e., entry) and after (i.e., exit) completion of activities. Using our IT platform, each survey will continue being automatically e-mailed every time a contributor or customer completes an activity and again until they respond to the survey in full. Processing of all surveys and generation of the resulting metrics will also be automatic. Thus, our Center’s administration will continue focusing on analyzing the implications of the results obtained, the adoption of continuous improvements, and improvement as needed.

It is important to note the challenges of evaluating research and what UM CIBER will do. There is a long time frame, usually years, between funding a research project and achieving an ultimate competitive outcome. Data must be collected and analyzed, authors must submit manuscripts and await publication, and people must read results and decide when and how to apply them. Many outcomes are likely to occur after the funding cycle is over (2018 and beyond). Nevertheless, we will measure output in terms of quantity of working papers, conference papers, submissions, and publications that come from supported research projects. We will use citations as

an indication of information dissemination. We will include questions to attendees at our four academic conferences on their likelihood of using presented research in their own research and teaching. To the extent that UM CIBER funded research is presented at our outreach conferences, we will determine the probability of its application by practitioners. Finally, we will continue assessing the long-term impact of our programs on select faculty (those receiving significant support from CIBER for their research projects, and/or professional development such as registration to a FDIB program) by examining changes made two years later into their teaching, research, service, and/or professional development agendas.

Not all programs will be evaluated concurrently (**Appendix 5, Exhibit 4**). For instance, programs commence and finish at different times. Even among those extending throughout the four-year grant period, some have peaks and valleys, while others remain steady. Each year we will focus our evaluation on those most likely to permit us to assess performance and future needs. Likewise, not all evaluations, even of the same program type, need to be the same. They may change over time. Designing and improving the right evaluation tools and having proper coding tools will continue being an ongoing task.

4-Use of Information to Adjust Ongoing Operations: In the above section, we indicated how evaluation feedback will help us improve content and delivery of programs. Further, there is enough flexibility within each of our program areas so that we can change emphases without changing the overall concept of the program area. A change may occur because of external conditions (e.g., LA's economic and political conditions might lead us to alter the portfolio of countries within our FDIB-LA PA program from a visit to Peru to a visit to Colombia). A change may also occur because of internal conditions. For this, we will coordinate efforts and share infor-

mation with the offices of the Vice Deans of SBA and with administrators in other Schools/Colleges participating in this proposal.

UM's research information base allows us to track a variety of research metrics for evaluation, benchmarking, and strategic planning, including: (1) recognizing areas of possible interdisciplinary synergy at the core of this proposal and (2) anticipating emerging areas for future training and educational programs. In designing and evaluating our programs we will also consult with the IAC and evaluation consultant on a regular basis to get feedback before and after we offer specific programs. This process, consistent with what was done while preparing this grant proposal, will aid us in developing effective applications and outreach activities. We will also make regular use of our external evaluator to assess the overall progress and effectiveness of our programs and to identify areas for improvement.

5-Appraising the Dispersion of Recipients: We plan to collect demographics from CIBER participants (both suppliers and customers) in order to check our programs' breadth of reach and access to traditionally underrepresented populations. Although this information is useful, we realize that privacy concerns create constraints. To comply with the Department of Education's Regulations for the Protection of Human Subjects and FERPA regulations, we will work through UM's Office of the Registrar (responsible for maintaining the security and integrity of student records) and the Office of Research's Institutional Review Board (responsible for the safety of subjects in research and outreach activities) to determine the appropriateness of our questionnaires and means of assuring data security.

6-Measuring the Soundness, Especially Financial, of Our Operations: Evaluation information collected will also be used to compare completion times and costs. If needed, corrective actions or contingency measures, will be put into place. In fact, in collaboration with SBA's

Budget Office we have prepared a disaggregated budget that specifies costs, estimated number of recipients, and in-kind faculty contributions for every program. This will allow us to keep track of each program's effectiveness and make adjustments when unexpected variations arise. Related to this, we will also measure our efficiency by dividing program results to cost (e.g., number of participants in FDIB-LA PA/cost). This will provide one input in deciding which programs to continue and/or discontinue in the future.

7-Performance Evaluation Complying with GPRA and GPRAMA: To comply with all IFLE GRPA measures, UM CIBER has focused the evaluation on our project's three main objectives, as well as language development competencies. **Appendix 8** shows how Kirkpatrick's conceptual framework for the evaluation process (**Appendix 8, Exhibit 1**) can be applied specifically to the audiences (students, community, faculty) in these three objectives and to groups with similar performance indicators (**Appendix 8, Exhibits 2 and 3**). **Appendix 8, Exhibits 4-6** include a first draft of a score card, its worksheet, and an illustration of a transfer of learning information questionnaire. Finalization of these instruments will enable us to track performance and guide continuous improvement.

It is important to reiterate that for each of the three objectives of this proposal, we will adopt different measurements: For Objective 1, "Create Int'l Experiences that Enhance Student Employment Opportunities" we will start by measuring the extent to which UM UG and Graduate students are exposed to experiential learning opportunities. Through surveys and other instruments mentioned previously we will assess IB skills gained from such experiences. Finally, we collect data of their employment after graduation. (**Appendix 8, Exhibit 7**). For Objective 2, "Strengthen Florida's Int'l Expertise," we will measure the impact that we will have with faculty

and staff at MDC, and the business community attending our outreach programs. That is, the extent to which their knowledge and skills would have improved, as a result from participating in our programs, and the extent to which those skills improve the students' employment opportunities, and/or the professors and practitioners' capacity to perform IB functions (i.e., teach or conduct business) (**Appendix 8, Exhibit 8**). For Objective 3, "Promote Interdisciplinary Research and Faculty's IB Competencies" we will measure the extent to which faculty participation in CIBER sponsored programs result in white papers, publications, professional recognitions, and teaching performance (**Appendix 8, Exhibit 9**). The specific measures, data sources, and access to/frequency of data collection for each of these aggregate objectives, with their components, as well as examples of quantitative and qualitative measurements, are specified in **Appendix 8, Exhibits 7-9** (per instructions from the US DOE).

The above instruments will allow UM CIBER to continue measuring short- and long-term outcomes. Specific performance measures for these objectives are as follows: (1) percentage of SBA graduates (UG, MBAs, PhDs) with significant IB concentration; (2) percentage getting direct CIBER support; (3) percentage employed in IB related fields; (4) percentage of projects reported and validated by the PD as high quality or successfully completed; and (5) cost per graduated student (including UG, MBAs, PhDs) receiving CIBER support that after graduation are employed in an IB related field.

We will also collect and report to IFLE the following summary measures of the overall success of our grant, that in turn contributes to IFLE's evaluation: (1) percentage of UM CIBER program participants who advanced in their professional field 2 years after their participation; (2) percentage of UM CIBER projects that established or internationalized a concentration, degree, or professional program with a focus/connection to IB; and (3) percentage of CIBER projects

whose business industry participants increased export business activities.

X. Conclusion

US DOE funding of UM CIBER will contribute to fulfill its mission and have a huge impact on UM and its surrounding community. It will also add significantly to the value of the totality of CIBERs.

UM CIBER's impact stems from integrating activities of many individuals who currently advance their academic agendas primarily in isolation from those in other functional areas and disciplines. The synergies derived from sharing activities and expertise among qualified experts in diverse Departments/Schools will benefit all participating faculty and their Schools by focusing on and achieving new goals, deriving cost savings, and enhancing unique programs; and adding an int'l facet to some solely domestically-focused faculty while strengthening such a facet for others. The result will be that UM CIBER will further expand UM's int'l resources, commitments, and visibility. By facilitating academic interactions with members of the community, UM CIBER will help bring constituents closer together so that they benefit from each other's perspectives and speed the diffusion of knowledge. In addition, through programs to serve HS and MDC students/faculty, UM CIBER, at a minimum, will contribute to a larger population of internationally knowledgeable citizens. At a maximum, it will inspire many of these to further their int'l knowledge at a university level, thus contributing to the pool of specialists willing to work in the public or private sector.

About half of our programs and activities are similar to those pursued by other CIBERs (e.g., faculty research and travel grants, additional foreign language programs, business conferences). However, our significant contribution and differentiation will derive from our interdisciplinary approach focused on int'l services (the crux of the US economy and growth in int'l trade); our

emphasis on LA's PA region (projected to be next decade's fastest growing region in the Western Hemisphere up to now ignored by CIBERs); and our entrepreneurial commitment put into practice as we work with MDC and the business community to initiate/develop a number of innovative programs that have the potential to change how we all tackle int'l goals. All programs presented in this proposal resulted from discussions with representatives from every UM School/College and SBA Department along with Centers throughout UM; Directors of MDC, Enterprise FL, and DOC's EAC; and leaders of our foreign academic partners, with whom we reached agreements on objectives, methods, and delivery approaches. Not only will we gain synergy among these units and even institutions, we will also leverage UM's and the region's strong relationship with LA by implementing programs that will enhance US services to link LA with other areas of the world.

Finally, we have considered this grant as a key step and seed money for many other pending IB development. (e.g., IB Professorships and Chairs, an endowed IB Center, extension in both the breadth and depth of student training). Through our extensive evaluation system, we will be more proficient in deciding where and how to place future IB emphasis, leveraging external resources and expertise, and securing the sustainability of our programs. We are confident that we will achieve growth in future developments by excelling in the implementation and measurement of all UM CIBER projects.

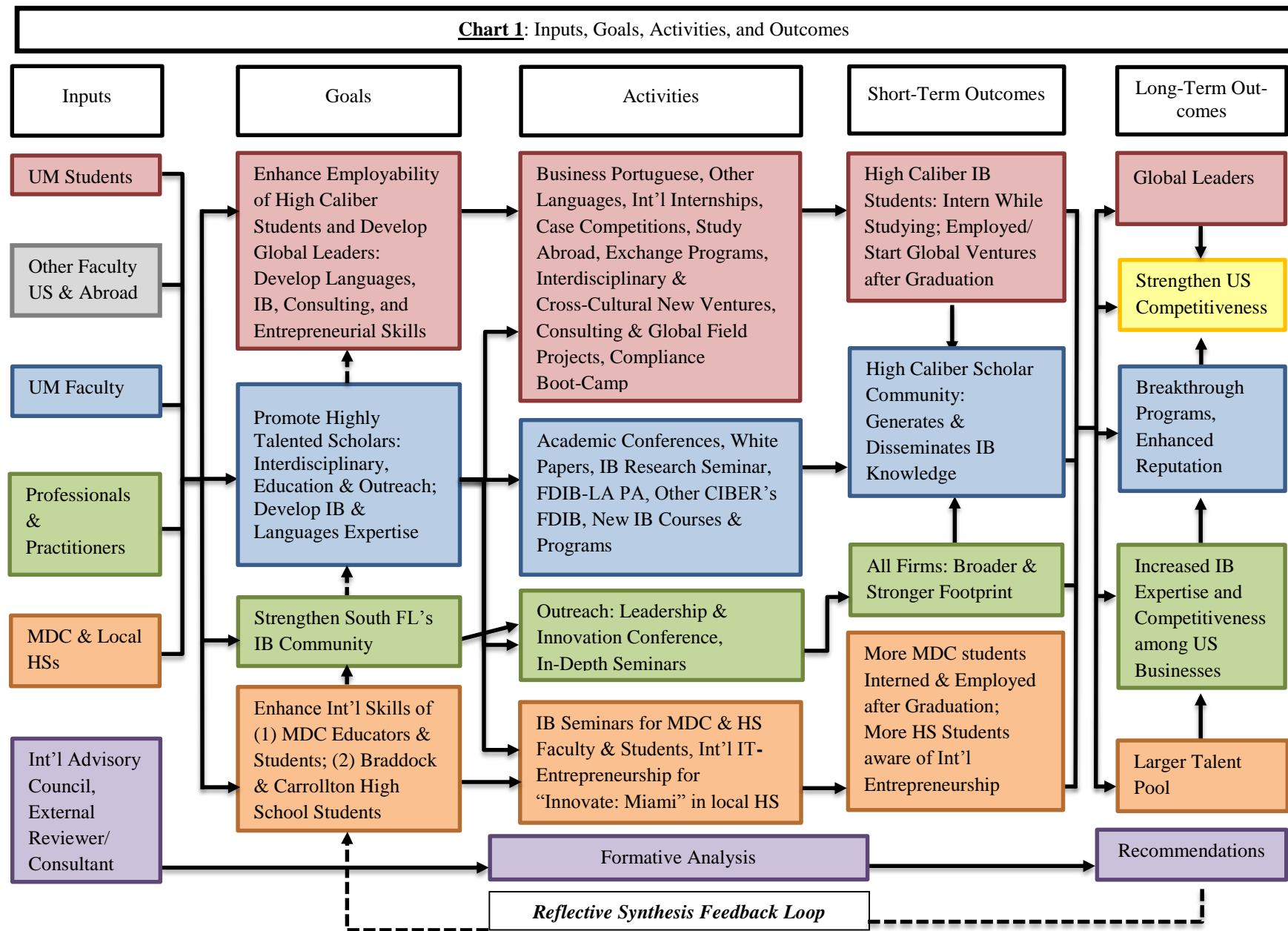
Chart 1: Inputs, Goals, Activities, and Outcomes

Chart 2: Composition of Interdisciplinary International Service Teams (Examples)

	Healthcare	Logistics	Security	Finance
Year	2014-2015	2015-2016	2016-2017	2017-2018
UM School Partners	Medicine Nursing	Engineering	A&S	A&S
UM Centers	Health Sector Management and Policy	Advanced Supply Chain Management	Latin American Studies	Hemispheric Pol- icy
SBA Departments	Business Law Healthcare Man- agement	Business Law Management	Business Technol- ogy Management	Business Law Economics Fi- nance
Professional Organi- zations	AUPHA CAHME	INFORMS Minority Chamber of Commerce OWIT	ISSS LASA WWC-LA Pro- gram for Int'l Studies	American Bankers Association
Partner Firms/ Or- ganizations	Boston Scientific Novartis J&J	UPS Port of Miami	SOC-South US Southern Command	Banco Itau Banco Santander Bulltick Citigroup
Other Partners	Miami Dade Col- lege	Miami Dade Col- lege	Miami Dade Col- lege	Miami Dade Col- lege
Team Leader	Steven Ullmann	Harihara Natarajan	Bradford McGuinn	Andrea Heuson
Other Faculty Mem- bers (select)	Richard Clarke Diego Deleon Nilda Peragallo Sheri Porcelain Jose Szapocznik	Shihab Asfour Murat Erkoc Haresh Gurnanni Vaidy Jayaraman Antonio Nanni	Patricia Abril Bruce Bagley Jeffrey Kerr Robert Plant	Sandro Andrade Brian Barrett Timothy Burch Anita Cava Manuel Santos

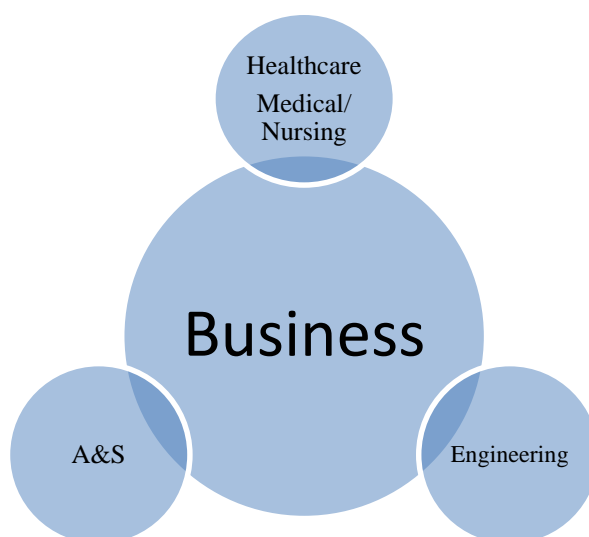
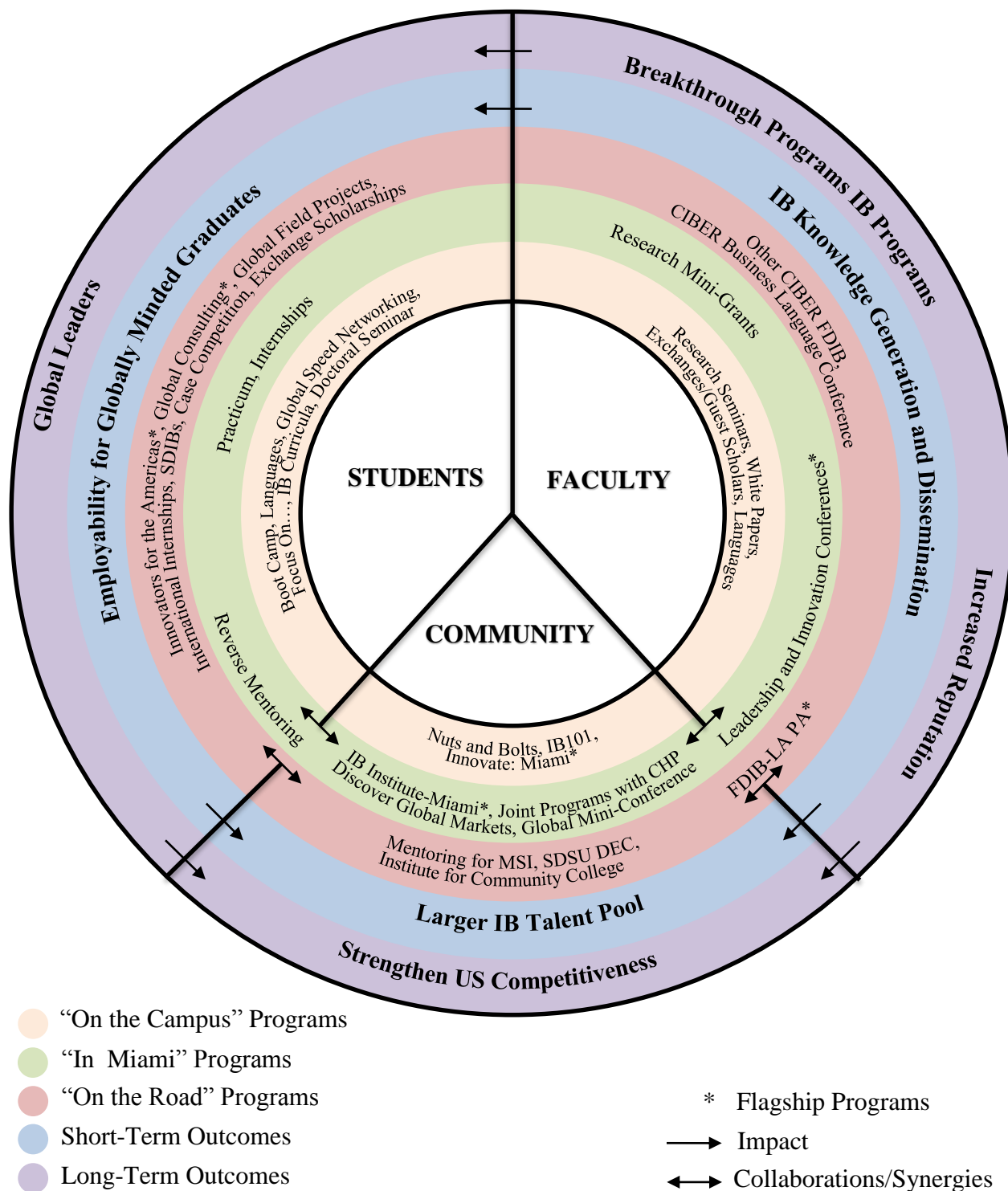


Chart 3: Select Programs Leading To
Short-and Long-Term Outcomes By Target Audience



Other Attachment File(s)

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Appendix 1, Exhibit 2: UM Faculty Contributors

See Appendix 6 for bios of key personnel in **bold**

See Appendix 1, Exhibit 3, for bios of IAC members in *italics*

Faculty Total: School of Business Administration: 30; Other Schools/Units: 22

Name	First	Area	Programs
Abril	Patricia	SBA-Business Law	2.3, 2.5, 3.1
Alvarez	Susana	SBA-Management	1.2, 1.12, 1.16, 2.1
<i>Anderson</i>	<i>Eugene</i>	SBA-Dean	IAC
Andrade	Sandro	SBA-Finance	2.5
Asfour	Shihab	Engineering	1.12, 2.5
Bagley	Bruce	A&S-INS	2.5
Barrett	Brian	SBA-Finance	1.16, 2.2, 2.5, 2.8
<i>Blake</i>	<i>Brian</i>	Dean-Graduate School	IAC
Butterman	Steven	A&S-MLL	1.7
Cava	Anita	SBA-Business Law	1.1, 3.1
Clarke	Richard	Medicine	2.5
DaCosta	Leila	A&S-MLL	1.5, 1.7
Daniels	Vincent	SBA-Management	2.2, 2.4, 2.7
<i>Daniels</i>	<i>John</i>	SBA-Professor Emeritus	IAC, 1.4, 3.1, 3.5
Deleon	Diego	Nursing	1.17
Erkoc	Murat	Engineering	1.12, 2.5
<i>Ganitsky</i>	<i>Joseph</i>	SBA-CIBER Director	IAC, All Programs
Glaser	Luis	A&S-MAIA	1.9, 1.13, 3.5
Gurnani	Haresh	SBA-Management	2.5, 3.1
Heuson	Andrea	SBA-Finance	2.5, 3.1
Iglesias	Nicole	SBA-CIBER AD	All Programs
Jayaraman	Vaidy	SBA-Management	1.15, 2.5
Kerr	Jeffrey	SBA-Management	2.5, 3.1
Kosinski	Maria	A&S-DILS	1.6
Lewis	Elisah	SBA-UG	1.18
Luo	Yadong	SBA-Management	1.4, 2.4, 3.3, 3.5
Martinez	Joan	SBA-Business Law	2.5
McGuinn	Bradford	A&S-MAIA	1.9, 1.12, 2.5
McPhillip	EllenMarie	SBA-UG	1.3, 1.14, 1.17, 1.18
<i>Mehrotra</i>	<i>Anuj</i>	SBA-UG	IAC, 1.8, 1.19, 1.20
<i>Mezias</i>	<i>John</i>	SBA-Management	IAC, 1.4, 1.10, 1.13, 2.4, 3.1
<i>Nanni</i>	<i>Antonio</i>	Engineering	IAC, 1.12, 2.1, 2.5
Natarajan	Harihara	SBA-Management	1.12, 2.2, 2.5, 2.7, 3.4
<i>Olazabal</i>	<i>Ann</i>	SBA-Business Law	IAC, 1.3, 1.14, 1.17, 1.18, 2.8
<i>Parasuraman</i>	<i>A.</i>	SBA-Business Administration	IAC, 1.4, 2.4, 3.3, 3.5

Name	First	Area	Programs
Peragallo	Nilda	Nursing	2.5
Plant	Robert	SBA-Business Technology	1.12, 1.15, 2.1
Porcelain	Sherri	A&S-INS	1.17, 2.5
Primov	Rachida	A&S-MLL	1.5
Purcell	Susan	CHP	2.10
Santos	Manuel	SBA-Economics	2.5
Scandura	Terri	SBA-Management	3.1, 3.3, 3.5
Silverman	William	Launch Pad	1.12, 2.1
Solo-Gabriele	Helena	Engineering	1.12
<i>Stampino</i>	<i>Maria</i>	A&S-MLL	IAC, 1.5, 1.6, 1.7, 3.4
Szapocznik	Jose	Medical-Public Health	2.5
Ullmann	Steven	SBA-Health Administration and Policy	2.5, 3.1, 3.3, 3.5
Weinstock	Jeffrey	SBA-Marketing	1.9
Weisskoff	Richard	A&S-INS	1.17
Werner	Michael	SBA-Accounting	1.15
Young	Mary	SBA-Placement	1.2, 1.9, 1.10, 1.11, 1.13
Yunes	Tallys	SBA-Management Science	1.15

CIBE Assurance Form

INSTRUCTIONS: Applicants are required to provide the following assurance. This assurance form must be signed by the authorized representatives of the applicant. Upload this form as item #2 in the Other Narrative Attachment Form section of the e-application.

The applicant hereby assures and certifies that:

1. In addition to conducting the extensive planning activities required under the eligibility section of the statute, the Center Advisory Council shall meet not less than once a year after the establishment of the Center to assess and advise on the programs and activities conducted by the Center;
2. There shall be ongoing collaboration in the establishment and operation of the Center by faculty of the business, management, foreign language, international studies and other professional schools or departments, as appropriate;
3. The education and training programs of the Center will be open to students concentrating in each of these respective areas, as appropriate, and that diverse perspectives will be made available to students in these programs.
4. The applicant will use the assistance provided under this program to supplement and not to supplant activities already being conducted by the applicant.

Joseph Ganitsky, CIBER Director

Name and Title of Authorized Representative


Signature

06/30/2014

Date

UNIVERSITY OF MIAMI
SCHOOL of BUSINESS
ADMINISTRATION



To: United States Department of Education

From: Eugene W. Anderson
Dean, School of Business Administration

Re: Center for International Business Education and Research Competitive Grant Renewal

Date: June 16, 2014

Dear Review Committee Member,

It is with great pleasure that I write this letter in support of the University of Miami's (UM) CIBER. This Center's impact and presence has been a great asset not only to the School of Business but to the University as a whole. Using Department of Education Title VI funds, CIBER has provided and will continue to provide opportunities for growth to both our students and faculty and constituents throughout the community. Through programs of global consulting, experiential learning, and business language, among others, our students will be given more opportunities to build and test their international business knowledge, and teamwork skills. In addition, CIBER will support, sponsor and organize events aimed at growing our faculty's international business competencies, research and involvement. Lastly, through the CIBER, UM will be able strengthen our relationship with Miami Dade College and Enterprise Florida and continue helping them succeed in their international business goals.

I am confident that the focus of this proposal can prove to be of great benefit for us internally and also within the South Florida community. Its programs will enhance the region's competitive edge by connecting the business community with counterparts overseas, and by sharing international best practices that boost the performance and sustainability of businesses across the region.

The renewal of this grant will ensure that students, businesses and our region can continue to benefit from CIBER programming in the future. I wish them great success during the application process and look forward to participating in their growth.

Sincerely,

Eugene W. Anderson
Dean, School of Business Administration
University of Miami



**Miami Dade
College**

**Dr. Rolando Montoya
College Provost**

June 13, 2014

Mr. Timothy Duvall
Program Manager
International and Foreign Language Education
United States Department of Education

Dear Mr. Duvall:

Miami Dade College (MDC) is pleased to collaborate on the University of Miami Center for International Business Education and Research (UM CIBER) project, *Innovative Services and Interdisciplinary Endeavors to Strengthen U.S. Global Competitiveness*. We are ready to participate in several activities including, but not limited to faculty and professional development in international business (IB), business language conferences, institutes for community college faculty, and workshops and seminars for MDC faculty and students. Additionally, the majority of UM CIBER events including all major conferences will be open to MDC faculty and students interested in IB.

Miami Dade College is one of the largest institutions of higher education in the United States, serving more than 165,000 students. We graduate the most Hispanics and African-Americans in the nation, and are designated by the US Department of Education as a minority serving institution. MDC comprises seven campuses and numerous outreach centers located throughout Miami-Dade County, Florida. MDC serves a diverse student body that is a true microcosm of the greater Miami population. A significant number of these students come from underrepresented sectors of the community who are driven to succeed and possess an abundance of talent, creativity, and imagination.

Miami Dade College shares a history of partnership with the University of Miami. We look forward to continuing this collaboration through this initiative, which will further advance our commitment to academic excellence and to the free exchange of ideas. We are confident that the focus of this proposal can prove to be of great benefit not only for our institution, but also for the South Florida community as a whole. Miami Dade College commits our full support to the UM CIBER and encourages you to seriously consider this initiative for funding.

Sincerely,

Dr. Rolando Montoya
Provost for Operations



To: United States Department of Education

From: Eduardo Torres
Director, US Department of Commerce

June 15, 2014

Dear Review Committee,

The US Department of Commerce is pleased to support the University of Miami CIBER in its grant renewal proposal titled *Innovative Services and Interdisciplinary Endeavors to Strengthen US Competitiveness*. We have worked closely over the last few months in developing deeper relationships. Through DOE funding, UM CIBER will work with us in hosting the annual Discover Global Markets Business Forum Series where over 300 participants from throughout the Western Hemisphere will gather on the University of Miami campus in Coral Gables, Florida to:

- Meet one-on-one with U.S. Commercial Diplomats visiting from abroad
- Participate in panel discussions on the latest industry trends
- Identify new and emerging markets of opportunity ahead of the competition
- Learn about US export programs designed to cut the time to market
- Network with US trade officials, leading private sector experts and like-minded US businesses active in overseas markets

We are confident that UM CIBER's ability to coordinate programs in the areas of research, education, and training in IB and trade competitiveness can prove to be a direct benefit to the South Florida community.

With their commitment to expanding international competitiveness and networking, the US Department of Commerce is delighted to give our full support to the UM CIBER. We wish them great success and look forward to continued collaborations.

Sincerely,

Eduardo Torres
Director

U.S. Commercial Service, South Florida
International Trade Administration/U.S. Department of Commerce



June 16, 2014

To Whom It May Concern:

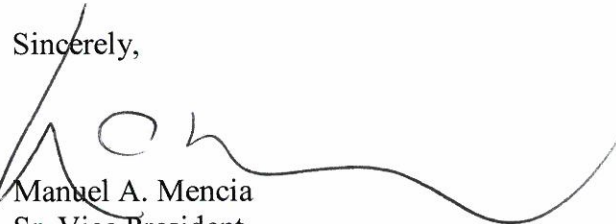
Enterprise Florida is the official economic development organization of the State of Florida, responsible for implementing our state's international trade and investment programs.

EFI is delighted to support and collaborate on UM's CIBER grant proposal titled, "Innovative Services and Interdisciplinary Endeavors to Strengthen US Global Competitiveness." We stand ready to partner and participate in several activities including hosting the Western Hemisphere US Commercial Officers conference to be held at your campus in early summer 2015, provide and facilitate internship opportunities and experiential learning for students. As an International Advisory Council member for the last four years, I am happy to continue serving on this board.

We are confident that the focus of this proposal can prove to be of a great benefit for the South Florida community. Its programs will enhance the region's competitive edge by connecting the business community with counterparts overseas, and by sharing international best practices that boost the performance and sustainability of businesses across the region.

The renewal of this grant will ensure that students, businesses and our region can continue to benefit from CIBER programming in the future. We wish them great success during the application process and look forward to continue working with them.

Sincerely,



Manuel A. Mencia
Sr. Vice President
International Trade Development





Miami-Dade County Public Schools

giving our students the world

Superintendent of Schools
Alberto M. Carvalho

Miami-Dade County School Board

Perla Tabares Hantman, Chair
Dr. Lawrence S. Feldman, Vice Chair
Dr. Dorothy Bendross-Mindingall
Susie V. Castillo
Carlos L. Curbelo
Dr. Wilbert "Tee" Holloway
Dr. Martin Karp
Dr. Marta Pérez
Raquel A. Regalado

June 25, 2014

Dear Review Committee Member,

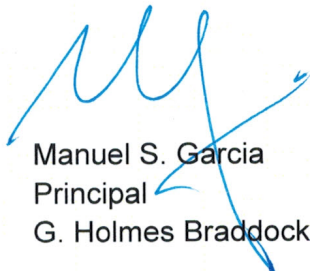
It is my pleasure to write a letter in support of the Innovate: Miami program proposed by the Center for International Business Education and Research at the University of Miami.

As principal of G. Holmes Braddock Senior High School, I believe that building a relationship between our school and the University of Miami will not only strengthen both institutions and our respective students, but also establish a precedent in which collaboration between institutions of higher education and Miami-Dade County Public Schools can become a point for growth and innovation.

Innovation starts at the roots and I strongly believe that the Innovate: Miami program's bottom-up approach to problem solving can ignite our community and strengthen our students confidence in what they can achieve. The pieces necessary for innovation and growth are in place across Miami-Dade and I will be more than happy to have our students take part in that growth.

In conclusion, I fully support the efforts of the Center for International Business Education and Research at the University of Miami to pursue funding. Any program that can help our students by stimulating their innovative drive and making them better at solving problems will be a direct benefit to our community and their careers.

Sincerely,



Manuel S. Garcia
Principal
G. Holmes Braddock Senior High School

June 30, 2014

To Whom It May Concern,

It is my pleasure to write a letter in support of the Center for International Business Education and Research (CIBER) at the University of Miami.

Carrollton School of the Sacred Heart is a Catholic college preparatory day school for girls founded in 1961 in Coconut Grove, Florida. It is part of an international network of 150 schools. Carrollton enjoys a multi-lingual, multi-cultural community of students, parents and faculty from all over the world. Like all of the other Schools of the Sacred Heart across the world, Carrollton focuses on the total education of the student. Her spiritual, intellectual, physical and emotional growth remains at the center of the educational mission.

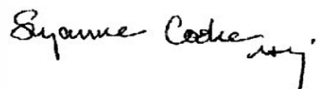
Carrollton's upperclassmen focus their studies on the International Baccalaureate (IB) Program, a demanding pre-university course of study offered in 125 countries. The IB curriculum encourages critical thinking and problem solving through the study of six traditional disciplines. The program has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities. Last year, one hundred percent of Carrollton's graduating class earned the IB diploma.

As the Head of School at Carrollton, I believe that building a relationship between our school and the University of Miami will not only strengthen both institutions and our respective students, but also establish a precedent in which collaboration between institutions of higher education and local high schools can become a point for growth and innovation.

We look forward to working with UM to achieve both institutions' international business goals through outreach, conferences, workshops, and mentoring opportunities.

Carrollton fully supports UM CIBER's grant application and we look forward to future collaborations.

Sincerely,



Suzanne Cooke, rscj
Headmistress
Carrollton School of the Sacred Heart





College of Liberal Arts & Sciences
Center for African Studies

427 Grinter Hall
PO Box 115560
Gainesville, FL 32611-5560
352-392-2183

June 20, 2014

Professor Joseph Ganitsky
CIBER Director
University of Miami School of Business Administration
5250 University Drive, Jenkins Building 417R
Coral Gables, FL 33146

Dear Professor Ganitsky,

We are extremely pleased to collaborate with the University of Miami Center for International Business Education and Research (UM CIBER) to encourage and enhance business involvement and investment in Africa. In particular, we look forward to working together to develop and present outreach activities related to business and economic conditions and opportunities in Africa to the business community in Florida and the larger region. We stand ready to participate with you on your CIBER grant project titled, *Innovative Services and Interdisciplinary Endeavors to Strengthen US Competitiveness*.

As you know, the Center for African Studies (CAS) at the University of Florida is the largest African Studies center in the southeast and one of the largest in the US. UF has over 100 faculty across almost all units of the university who are involved in research and teaching on Africa and who are affiliated or have joint appointments with CAS. CAS enjoys strong support from the University of Florida, and its activities are also funded in part by the U.S. Department of Education Title VI National Resource Center program, which supports research, teaching, outreach, and development of international linkages.

We at the Center for African Studies look forward to working with the UM CIBER on a workshop on "Business Opportunities in Africa" that we intend to hold in 2016-17 at the University of Miami campus in Coral Gables, FL. We also hope to work together on other future activities, and we expect that this outreach to the business community will build a growing relationship with the University of Miami CIBER.

We fully support UM CIBER's grant application and we look forward to future collaborations.

Yours sincerely,

A handwritten signature in black ink, appearing to read "Abe Goldman". The signature is fluid and cursive, with a long horizontal stroke at the end.

Abe Goldman
Director

To: The United States Department of Education

From: Universidad Icesi

Re: University of Miami Center for International Business Education and Research Collaboration

Date: June 11, 2014

To Whom it May Concern:

I am pleased to express our willingness and commitment to collaborate with the University of Miami Center for International Business Education and Research (UM CIBER). We stand ready to participate in several activities including but not limited to the program titled, "Innovators for the Americas."

It is our understanding that this program will be offered every year starting in 2016 and that students will be working together on an inter-disciplinary and cross-cultural entrepreneurial project both in the United States and locally in Latin America.

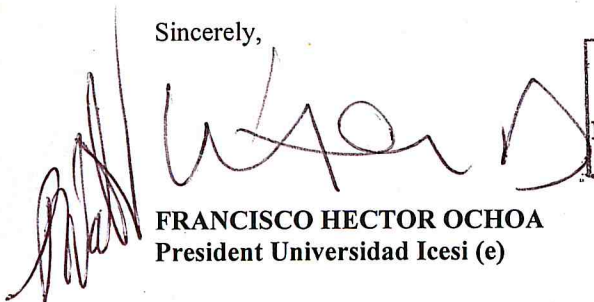
Our University is located in Cali, Colombia. We have 5 colleges, 19 undergraduate programs, 14 Master's degrees, 9 medical-surgical specialties, and 12 postgraduate programs, 5,426 students enrolled: 4,741 in undergraduate programs and 685 in graduate programs. According to the program's conditions, we offer 5 programs undergraduate and 5 programs for graduate in School of Business and Economic Studies; 5 programs undergraduate and 3 programs for graduate School of Engineering. 40 Professors teach in Business and Economics Programs to 2140 undergraduate and 480 graduate students; 47 professor teach in Engineering programs to 1250 undergraduate and 162 graduate students.

Likewise we have the Center for Entrepreneurship Development-CDEE, created on January 1st 1985, as an academic unit of the Universidad Icesi, with the mission of forging a new Entrepreneurial Culture, through academic processes and with the permanent participation of the academic and entrepreneurial community, full of innovation and social responsibility, to be an engine of development in all its facets. It was the first academic unit in the field to be established in Latin America. This unit supports the development of business proposals of students from different programs.

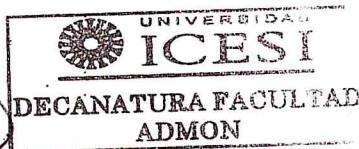
We look forward to be a part of the valuable dialogue that this program will generate, as well as to advance further our commitment to academic excellence and to the free exchange of ideas. The Innovators for the Americas project has the potential to contribute to building new bridges and networks of cooperation in the region and beyond. Indeed, the focus of this program can prove to be of a great benefit not only for our School and other participants, but for our regions and the global economy.

With our commitment to international education and networking, we are very pleased to give our full support to the University of Miami's CIBER. We wish them great success during the application process and look forward to working with them in the future.

Sincerely,



FRANCISCO HECTOR OCHOA
President Universidad Icesi (e)





To: The United States Department of Education

From: Universidad Adolfo Ibáñez

Re: University of Miami Center for International Business Education and Research Collaboration

Date: June 11, 2014

To Whom it May Concern:

I am pleased to express our willingness and commitment to collaborate with the University of Miami Center for International Business Education and Research (UM CIBER). We stand ready to participate in several activities including but not limited to the program titled, "Innovators for the Americas."

It is our understanding that this program will be offered every year starting in 2016 and that students will be working together on an inter-disciplinary and cross-cultural entrepreneurial project both in the United States and locally in Latin America.

Our University is located in Santiago, Chile. We offer various programs in Business Administration at the undergraduate, masters, and doctoral levels. Professors teach in our Business Programs to more than 3,500 undergraduate and 1,500 graduate students. We offer majors and specialized studies in multiple fields, including finance, marketing, strategy, entrepreneurship, economics, organizational behavior, operations, and accounting.

We look forward to be a part of the valuable dialogue that this program will generate, as well as to advance further our commitment to academic excellence and to the free exchange of ideas. The Innovators for the Americas project has the potential to contribute to building new bridges and networks of cooperation in the region and beyond. Indeed, the focus of this program can prove to be of a great benefit not only for our School and other participants, but for our regions and the global economy.

With our commitment to international education and networking, we are very pleased to give our full support to the University of Miami's CIBER. We wish them great success during the application process and look forward to working with them in the future.

Sincerely,

Manola Sánchez
Dean
Business School



To: United States Department of Education

From: Murat Erkoc

Director, University of Miami Center for Advanced Supply Chain Management
College of Engineering, University of Miami

June 15, 2014

To Whom It May Concern:

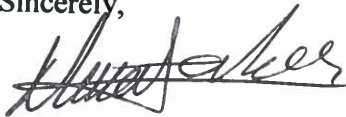
The Center for Advanced Supply Chain Management is pleased to collaborate with UM CIBER on their proposal, "Innovative Services and Interdisciplinary Endeavors to Strengthen US Competitiveness." Engineering students and faculty stand ready to participate in several activities including but not limited to:

- Innovators for the Americas
- Faculty/Professional Development in International Business trips
- Interdisciplinary Research Mini-Grants
- Faculty Language Courses
- Global Mini-Conference: A Day of Education

Additionally, all students involved in the above mentioned programs and working with CIBER will have the possibility of having experiential learning opportunities and/or internships through companies associated with our Center for Supply Chain Management. Companies include: Ryder, FedEx Latin America, Electrolux Latin America, and DHL among others.

With our commitment to international education and networking, we are very delighted to give our full support to the UM CIBER. We wish them great success during the application process and look forward to working with them in the future.

Sincerely,



Murat Erkoc, Ph.D.
University of Miami
merkoc@miami.edu
Tel: 305-284 4477

UNIVERSITY OF MIAMI
COLLEGE of
ARTS & SCIENCES



Office of the Dean

1252 Memorial Drive
Ashe Building, Suite 227
Coral Gables, Florida 33146

Ph: 305-284-4117
www.as.miami.edu

To: United States Department of Education

From: College of Arts and Sciences, University of Miami

June 15, 2014

To Whom It May Concern:

It is with great pleasure that the College of Arts and Sciences writes this letter in support of UM CIBER's grant proposal titled, "Innovative Services and Interdisciplinary Endeavors to Strengthen US Competitiveness." Through funding received from the Department of Education, our Department of Modern Languages will collaborate with the CIBER on the following:

- Teaching less commonly taught language courses through DILS (Directed Independent Language Study)
- Enhance the Business Portuguese course which was started with funding from CIBER
- Create a language course specifically for faculty
- Send valuable faculty to the CIBER Business Language Conference
- Enhance the VIP-Teletandem Program where students from the University of Miami live chat with students abroad, specifically Brazil. This innovative form of language study provides hands-on experience for students and prepares them for the real world.

We are confident that UM CIBER, with its exemplary track record during the first funding cycle, will continue to provide excellent service to our students and faculty. They have been a huge asset to the University. The College and the Department look forward to continue working together to enhance students' language knowledge.

We wish them great success.

Sincerely,

Leonidas G. Bachas
Dean, College of Arts and Sciences
Professor, Department of Chemistry

Maria Galli Stampino
Senior Associate Dean, College of Arts and Sciences
Professor, Department of Modern Languages and Literatures



Commission on Accreditation
of Healthcare Management Education

June 24, 2014

To Whom It May Concern:

I am writing in support of the competitive grant renewal application of the University Of Miami School Of Business Administration for support from the United States Department of Education to continue their Center for International Business Education and Research (CIBER). As the accreditor of the 84 graduate healthcare management programs, including UM's program, we understand how important it is for graduate students to understand the international healthcare services market place. Many of our current programs have international students who are here to learn management of health and medical services that they take back to their home countries. US students learn from these important exchanges.

There is a strong need to better understand healthcare systems in other countries. We need to know through scholarly research what is being done better in other places that could improve the competitiveness and quality of healthcare delivered in the United States.

The organizations and corporations that support the Commission on Accreditation of Healthcare Management Education (CAHME) are increasing the internationalization of their services. There is a need to better understand sensitive subjects like outsourcing of services provided to US healthcare corporations. As an accreditor, we feel the University Of Miami School Of Business Administration is an excellent location to continue the CIBER. We are proud of the CAHME accredited program in the Business School that is strongly supported by the practitioner community.

We support this grant application and would be happy to provide additional information. Thank you for this opportunity to comment.

Respectfully,

A handwritten signature in cursive script, reading 'Margaret Schulte'.

Margaret F. Schulte, DBA, FACHE, CPHIMS
President & CEO, CAHME

Appendix 3: Purpose of the Authorizing Statute

Appendix 3, Exhibit 1: Programs Meeting Title VI Legislative Intent (1-Required Activities; 2-Permissible Activities)

#	Programs	Activities																						
		1A	1B	1C	1D	1E	1F	1G	1H	2A	2B	2C	2D	2E	2F	2G	2H	2I	2J	2K	2L	2M	2N	2O
1.1	Compliance Boot-Camp				X			X										X	X					
1.2	Global Speed Networking							X																
1.3	Focus On...	X				X	X																	
1.4	Doctoral Seminar				X		X					X				X		X	X				X	
1.5	VIP-Teletandum																X		X					X
1.6	Less Commonly Taught Language																X		X					X
1.7	Business Portuguese																X		X					X
1.8	Enhancement of IB Curricula					X							X											
1.9	IB Practicum				X			X		X								X	X					
1.10	Reverse Mentoring							X												X				
1.11	Sister Cities				X		X	X																
1.12	Innovators for the Americas				X			X			X	X	X	X	X				X		X			
1.13	Global Business Consulting	X			X			X		X	X	X	X	X					X		X			
1.14	Int’l In-Country Internship							X		X			X						X					
1.15	Student Development in IB										X		X		X				X					
1.16	SDIB US														X				X					
1.17	Global Field Projects							X		X		X	X						X					
1.18	Int’l Case Competition	X									X		X	X					X					
1.19	Enhance Graduate Global Network										X		X	X										
1.20	Exchange Scholarship for Minorities	X									X		X	X										
2.1	Innovate: Miami				X			X	PR/Award # P220A140018															

PR/Award # P220A140018

#	Programs	Activities																						
		1A	1B	1C	1D	1E	1F	1G	1H	2A	2B	2C	2D	2E	2F	2G	2H	2I	2J	2K	2L	2M	2N	2O
2.2	Nuts and Bolts of IB for MDC			X	X				X					X				X			X			
2.3	IB101 for High Schools				X													X						
2.4	IB Institute-Miami			X	X				X					X		X		X			X			
2.5	Leadership and Innovation Annual Conference			X	X		X		X					X	X			X		X	X			
2.6	Discover Global Markets				X		X																X	
2.7	Export Seminar/Workshop				X											X		X						
2.8	Global Mini-Conference			X	X				X					X		X		X		X	X			
2.9	Business in Africa Workshop			X	X		X							X				X		X	X		X	
2.10	Joint Programs with CHP			X			X		X											X				
2.11	Communication in the 21st Century				X									X						X	X			
2.12	Mentoring and Outreach for MSI's			X	X									X				X			X			
2.13	Institute for Community College Faculty			X	X									X				X			X			
2.14	SDSU DEC			X	X									X							X			
3.1	Frontiers In Research Seminar				X				X					X				X			X			
3.2	White Paper Series														X	X				X	X			
3.3	Faculty Exchanges/Guest Scholars					X																		
3.4	Faculty Language Development		X														X							X
3.5	Mini-Grants					X	X											X						
3.6	FDIB–LA Pacific Alliance			X	X				X												X			
3.7	Other CIBER’s FDIB				X				X					X							X		X	
3.8	Business Language Conference		X		X				X					X										
Total		4	2	10	23	4	8	10	9	4	6	4	9	17	5	5	4	14	13	7	15	0	4	4

1. Required Activities-Programs and activities to be conducted by Centers for International Business Education assisted under this program must include:

- A. Interdisciplinary programs which incorporate foreign language and international studies training into business, finance, management, communications systems, and other professional curricula;
- B. Interdisciplinary programs which provide business, finance, management, communications systems, and other professional training for foreign language and international studies faculty and degree candidates;
- C. Programs, such as intensive language programs, available to members of the business community and other professionals, which are designed to develop or enhance their international skills, awareness, and expertise;
- D. Collaborative programs, activities, or research involving other institutions of higher education, local educational agencies, professional associations, businesses, firms or combinations thereof, to promote the development of international skills, awareness, and expertise among current and prospective members of the business community and other professionals;
- E. Research designed to strengthen and improve the international aspects of business and professional education and to promote integrated curricula; and
- F. Research designed to promote the international competitiveness of American businesses and firms, including those not currently active in international trade.
- G. **Competitive Preference Priority 1:** Applications that propose to collaborate with one or more professional associations and/or businesses on activities designed to expand employment opportunities for international business students, such as internships and work-study opportunities.
- H. **Competitive Preference Priority 2:** Applications that propose significant and sustained collaborative activities with one or more Minority Serving Institutions (as defined in the Notice Inviting Applications) and/or with one or more community colleges (as defined in the Notice Inviting Applications). These activities must be designed to incorporate international, intercultural, or global dimensions into the business curriculum of the MSI(s) and/or community college(s). If an applicant institution is an MSI (as defined in this notice), that institution may propose intra-campus collaborative activities instead of, or in addition to, collaborative activities with other MSIs or community colleges.

2. Permissible Activities-Programs and activities to be conducted by Centers for International Business Education assisted under this program may also include:

- A. The establishment of overseas internship programs for students and faculty designed to provide training and experience in international business activities, except that no Federal funds provided under this program may be used to pay wages or stipends to any participant who is engaged in compensated employment as part of an internship program;
- B. The establishment of linkages overseas with institutions of higher education and other organizations that contribute to the educational objectives of this program;
- C. Summer institutes in international business, foreign area studies, foreign language studies, and other international studies designed to carry out the purposes of paragraph (1);
- D. The development of opportunities for business students to study abroad in locations which are important to the existing and future economic well-being of the United States;
- E. Outreach activities or consortia with business programs located at other institutions of higher education (including those that are eligible to receive assistance under part A or B of title III of the Higher Education Act or under Title V) for the purpose of providing expertise regarding the internationalization of such programs, such as assistance in research, curriculum development, faculty development, or educational exchange programs;
- F. Programs encouraging the advancement and understanding of technology-related disciplines, including manufacturing software systems and technology management;
- G. Be national resources for the teaching of improved business techniques, strategies, and methodologies that emphasize the international context in which business is transacted;
- H. Provide instruction in critical foreign languages and international fields needed to provide an understanding of the cultures and customs of United States trading partners;
- I. Provide research and training in the international aspects of trade, commerce, and other fields of study;
- J. Provide training to students enrolled in the institution, or combinations of institutions, in which a center is located;
- K. Serve as regional resources to business proximately located by offering programs and providing research designed to meet the international training needs of these businesses;
- L. Serve other faculty, students and institutions of higher education located within their region;
- M. Other eligible activities prescribed by the Secretary;
- N. **Invitational Priority 1:** Applications that propose collaborative activities and partnerships with institutions in Sub-Saharan Africa, South Asia, or Southeast Asia; and
- O. **Invitational Priority 2:** Applications that propose programs or activities focused on language instruction and/or performance testing and assessment to strengthen the preparation of international business professionals.

Appendix 3, Exhibit 2: External and Internal Partners

CIBER will carry out/co-sponsor programs with the following external partners:

- A. Two Florida Universities/Colleges (Barry, Florida Atlantic, Nova and St. Thomas Universities also invited to participate in select activities)
 - 1. Miami Dade College
 - 2. University of Florida
- B. Eight National Universities
 - 1. Florida International University
 - 2. Georgia State University
 - 3. George Washington University
 - 4. Michigan State University
 - 5. Northeastern University
 - 6. San Diego State University
 - 7. University of Minnesota
 - 8. University of South Carolina
- C. Thirteen Foreign Universities
 - 1. Fundação Getúlio Vargas, Sao Paulo, Brazil
 - 2. Fudan University, Shanghai, China
 - 3. Great Lakes Institute of Management, Chennai, India
 - 4. INSEAD, Abu Dhabi, United Arab Emirates
 - 5. Instituto de Empresa, Madrid, Spain
 - 6. ITESM, Guadalajara, Monterrey, Mexico
 - 7. McGill University, Montreal, Canada
 - 8. Recanati Graduate School of Business Administration, Tel Aviv University, Israel
 - 9. Universidad Adolfo Ibanez, Santiago, Chile
 - 10. Universidad Estadual Paulista, Brazil (UNESP)
 - 11. Universidad Icesi, Cali, Colombia
 - 12. University of Sydney, Sydney, Australia
 - 13. WHU Otto Beisheim School of Management, Vallendar, Germany
- D. Fourteen Professional Organizations
 - 1. American Bankers Association
 - 2. Ashoka Innovators for the Public
 - 3. Association of University Programs in Health Administration (AUPHA)
 - 4. Commission on Accreditation of Healthcare Management Education (CAHME)
 - 5. Enterprise Florida
 - 6. International Affairs Foundation
 - 7. International Security Studies Section (ISSS)
 - 8. Latin America Studies Association (LASA)
 - 9. Organization for Women in International Trade (OWIT)
 - 10. Special Operations Command (SOC)
 - 11. The Institute for Operations Research and the Management Sciences (INFORMS)
 - 12. US Dept. of Commerce, Export Assistance Center
 - 13. US Southern Command
 - 14. Woodrow Wilson Center (WWC)-Latin American Program for International Studies

E. Thirteen Companies/Organizations

1. AAR Landing Gear
2. Banco Itau
3. Banco Santander
4. Boston Scientific
5. Bulltick
6. Citigroup
7. DHL Customer Solutions Innovation (CSI)
8. Electrolux Latin America
9. FedEx Latin America
10. Johnson & Johnson
11. Neal and Massy, Trinidad and Tobago
12. Novartis
13. Ryder

CIBER will carry out/co-sponsor programs with the following internal partners:

F. Four UM Schools/Colleges

1. Arts and Sciences
2. Engineering
3. Medicine
4. Nursing and Health Studies

G. Eight UM Centers/Institutes

1. Center for Advanced Supply Chain Management
2. Center for Hemispheric Policy (CHP)
3. Center for Cuban and Cuban American Studies (CCAS)
4. Center for Health Sector Management and Policy
5. Center for Latin American Studies (CLAS)
6. The Launch Pad
7. Toppel Undergraduate Career Services
8. Ziff Graduate Career Services Center (Ziff)

Appendix 3, Exhibit 3: UM CIBER's Programs by Partners:

#	PROGRAM NAME	OUTSIDE EDUCATIONAL PARTNERS	OTHER PARTNERS (BUSINESS/ORGANIZATION)	UM UNITS	SBA UNITS
1.1	Compliance Boot-Camp		Novartis, Johnson & Johnson, Banco Santander, Citigroup		Business Law
1.2	Global Speed Networking				Management, Ziff
1.3	Focus On...				UG
1.4	Doctoral Seminar	Northeastern University, INSEAD (Abu Dhabi)			Management, Marketing
1.5	VIP-Teletandum	Universidad Estadual Paulista		MLL	
1.6	Less Commonly Taught Language			MLL, DILS	
1.7	Business Portuguese			MLL	
1.8	Enhancement of IB Curricula				Management, Graduate Business, UG
1.9	IB Practicum		US Dept. of Commerce, Enterprise FL	MAIA	Marketing, Management
1.10	Reverse Mentoring				Ziff
1.11	Sister Cities		International Affairs Foundation		
1.12	Innovators for the Americas	Universidad Icesi, Universidad Adolfo Ibanez, ITESM		Launch Pad, Engineering	Management, Business Technology
1.13	Global Business Consulting	George Washington University		MAIA	Management, Ziff
1.14	Int'l In-Country Internship				UG
1.15	Student Development in IB	Asia: Great Lakes Institute of Management			Graduate Business LA/Asia/US: Management, Management Science, Accounting
1.16	SDIB-US				UG
1.17	Global Field Projects			Peru/Panama/Amazon:INS Chile:Nursing	Galapagos:UG
1.18	Int'l Case Competition	McGill University			UG
1.19	Enhance Graduate Global Network				Graduate Business
1.20	Exchange Scholarship for Minorities				Graduate Business

#	PROGRAM NAME	OUTSIDE EDUCATIONAL PARTNERS	OTHER PARTNERS (BUSINESS/ORGANIZATION)	UM UNITS	SBA UNITS
2.1	Innovate: Miami	Braddock HS		Engineering, Launch Pad	Business Technology, Management
2.2	Nuts and Bolts of IB for MDC	MDC			Management, Finance
2.3	IB101 for High Schools	Carrolton HS, Braddock HS			Business Law
2.4	IB Institute-Miami	MDC	US Dept. of Commerce, Enterprise FL, Akosha		Management
2.5	Leadership and Innovation Annual Conference	MDC	US Southern Command, Banco ITAU, Banco Santander, Bulltick, Citigroup	Medicine, Nursing, Engineering, INS, MAIA	Healthcare, Management, Business Law, Finance, Economics
2.6	Discover Global Markets		Enterprise FL, US Dept. of Commerce		
2.7	Export Seminar/Workshop		US Dept. of Commerce		
2.8	Global Mini-Conference	MDC			Management, Finance, UG
2.9	Business in Africa Workshop	UF			
2.10	Joint Programs with CHP			CHP	
2.11	Communication in the 21st Century	Michigan State University			
2.12	Mentoring and Outreach for MSI's	Georgia State University			
2.13	Institute for Community College Faculty	Michigan State University, MDC			
2.14	SDSU DEC	SDSU			
3.1	Frontiers In Research Seminar	FIU			Management
3.2	White Paper Series				Management
3.3	Faculty Exchanges/Guest Scholars				Management, Marketing
3.4	Faculty Language Development			MLL	Management
3.5	Mini-Grants			MAIA	Marketing, Management
3.6	FDIB-LA Pacific Alliance	University of Minnesota			
3.7	Other CIBER's FDIB	FIU, MDC			
3.8	Business Language Conference	TBD			

Appendix 4: Project Significance and Design

Project Significance:

As stated in the Project's Significance (**Section IV**), we have highlighted the six most important outputs/themes (Latin America's Pacific Alliance, Experiential Learning, International Services, Strengthen our Community, Languages, and Interdisciplinary/Cross-Institutional Collaborations), followed by the three main short-term outcomes (Employability for Globally Minded Graduates, IB Knowledge Generation and Dissemination, and Community's Larger IB Talent Pool), and the three major long-term outcomes (Global Leaders, SBA's Breakthrough IB Programs/Enhanced Reputation, and Strengthened US Competitiveness). These results reflect the imbedded intent in the title of our proposal, namely to advance innovative and interdisciplinary programs to strengthen US competitiveness with particular attention to service sector (at the core of the US economy and source of significant advantages that still have huge potential overseas), and the growing opportunities in Latin America's Pacific Alliance region (LA's fastest growing and offering US firms the most attractive opportunities within the Western Hemisphere).

We should highlight that for the second funding cycle (building upon our relationships with Miami Dade College, Enterprise FL, and US Department of Commerce's Export Assistance Center) we will implement an aggressive outreach strategy in order to have a greater impact upon the local business community as well as all other US firms/entrepreneurs.

The following Exhibits provide estimates of the evolution of the coverage of our CIBER's programs throughout its four years. Specifically, we present served estimates of the following: UM students (**Appendix 4, Exhibit 1**); Miami Dade College and High School students (**Appendix 4, Exhibit 2**); business leaders/professionals (**Appendix 4, Exhibit 3**); UM faculty (**Appendix 4, Exhibit 4**); and college professors nationwide (**Appendix 4, Exhibit 5**). In addition, we present the served estimates for the number of students/faculty traveling domestically (**Appendix 4, Exhibit 6**) and internationally (**Appendix 4, Exhibit 7**). These estimates indicate that the reach and frequency of our programs are indeed significant.

Appendix 4, Exhibit 1: Estimated # of UM students served by program, by year and in Total

#	Program	1	2	3	4	T
1.1	Compliance Boot-Camp	20	20	20	20	80
1.2	Global Speed Networking	30	30	30	30	120
1.3	Focus On...	100	100	100	100	400
1.4	Doctoral Seminar	10	10	10	10	40
1.5	VIP-Teletandem	100	100	100	100	400
1.6	Less Commonly Taught Language	6	6	6	6	24
1.7	Business Portuguese	20	20	20	20	80
1.9	IB Practicum	5	10	15	20	50
1.10	Reverse Mentoring	5	10	15	20	50
1.11	Sister Cities	1	1	1	1	4
1.12	Innovators for the Americas	8	8	16	16	48
1.13	Global Business Consulting	4	8	8	8	28
1.14	Int'l In-Country Internship	4	4	4	4	16
1.15	Student Development in IB	60	60	60	60	240
1.16	SDIB-US	15	15	15	15	60
1.17	Global Field Projects	5	5	5	5	20
1.18	Int'l Case Competition	4	4	4	4	16
1.20	Exchange Scholarship for Minorities	2	2	2	2	8
2.1	Innovate: Miami	4	4	4	4	16
2.5	Leadership and Innovation Annual Conference	10	10	10	10	40
2.6	Discover Global Markets	20	20	20	20	80
2.7	Global Mini-Conference	30	30	30	30	120
2.8	Business in Africa Workshop	10	10	10	10	40
Total		473	487	505	515	<u>1,980</u>

Appendix 4, Exhibit 2: Estimated # of MDC and HS students served by program, by year and in Total

#	Program	1	2	3	4	T
2.1	Innovate: Miami	20	20	20	20	80
2.2	Nuts and Bolts for MDC	100	100	100	100	400
2.3	IB101 for High Schools	100	100	100	100	400
Total		220	220	220	220	<u>880</u>

Appendix 4, Exhibit 3: Estimated # of Business Leaders/Professionals served by program, by year and in Total

#	Program	1	2	3	4	T
2.5	Leadership and Innovation Annual Conference	50	50	50	50	200
2.6	Discover Global Markets	300	300	300	300	1200
2.7	Export Seminar/Workshop	200	200	200	200	800
2.8	Business in Africa Workshop			40		40
2.9	Joint Programs with CHP	300	300	300	300	1200
Total		850	850	890	850	<u>3,440</u>

Appendix 4, Exhibit 4: Estimated # of UM Faculty served by program, by year and in Total

#	Program	1	2	3	4	T
3.1	Frontiers In Research Seminar	30	30	30	30	120
3.2	White Paper Series	10	10	10	10	40
3.3	Faculty Exchanges/Guest Scholars	4	4	4	4	16
3.4	Faculty Language Development	6	6	6	6	24
3.5	Mini-Grants	10	10	10	10	40
3.6	FDIB–LA Pacific Alliance	15	15	15	15	60
3.7	Other CIBER’s FDIB	3	3	3	3	12
3.8	Business Language Conference	2	2	2	2	8
2.5	Leadership and Innovation Annual Conference	10	10	10	10	40
Total		90	90	90	90	<u>360</u>

Appendix 4, Exhibit 5: Estimated # of College Professors Nationwide served by program, by year and in Total

#	Program	1	2	3	4	T
2.4	IB Institute-Miami	150	150	150	150	600
2.11	Mentoring and Outreach for MSI’s	3	3	3	3	12
2.12	Institute for Community College Faculty	2	2	2	2	8
Total		155	155	155	155	<u>620</u>

Appendix 4, Exhibit 6: Estimated number of Domestic Travelers (faculty/students) by program, by year and in Total

#	Program	1	2	3	4	T
1.4	Doctoral Seminar	2	2	2	2	8
1.14	Student Development in IB	15	15	15	15	60
1.15	SDIB US-Entrepreneurship Drives Competitiveness	15	15	15	15	60
3.8	Business Language Conference	2	2	2	2	8
2.5	Leadership and Innovation Annual Conference	2	2	2	2	8
2.11	Mentoring and Outreach for MSI's	3	3	3	3	12
2.12	Institute for Community College Faculty	2	2	2	2	8
Total		41	41	41	41	<u>164</u>

Appendix 4, Exhibit 7: Estimated number of International Travelers (faculty/students) by program, by year and in Total

#	Program		1	2	3	4	T
1.11	Innovators for the Americas	#	18	18	18	18	72
1.12	Global Business Consulting	#	6	6	12	12	36
1.13	Int'l In-Country Internship	#	4	4	4	4	16
1.14	Student Development in IB	##	45	45	45	45	180
1.16	Global Field Projects	#	5	5	5	5	20
1.17	Int'l Case Competition	#	4	4	4	4	16
1.19	Exchange Scholarship for Minorities	#	2	2	2	2	8
3.3	Faculty Exchanges/Guest Scholars	#	4	4	4	4	16
3.5	Mini-Grants	#	2	2	2	2	8
3.6	FDIB-LA Pacific Alliance	#	15	15	15	15	60
3.7	Other CIBER's FDIB	##	3	3	3	3	12
2.5	Leadership and Innovation Annual Conference	##	2	2	2	2	8
Total			110	110	116	116	<u>452</u>

Costs covered in part by other Universities or other sources

Costs covered in part by either students or other sources

Project Design:

Appendix 4, Exhibit 8, depicts our project's design. It shows how UM CIBER has balanced our Center's Education, Research, and Outreach goals recognizing the differences in the language and IB skills that need to be met by the project's three main target audiences (students, community, faculty). Because each target audience has a totally different set of needs, CIBER's efforts comprise three streams of strategies (learning and using; using and sharing; and researching and educating), each designed to properly meet those particular needs, while at the same time, to the extent possible, combining benefits for more than one target audience. Because the needs are so different, the preferred educational methods vary. For example, students learning will be educated through traditional and experiential methods, while the faculty will foremost leverage their fact finding, analyzing, and conceptualizing capabilities. Although we tend to think that research is a function performed mainly by faculty, we consider it essential to stimulate such practice among students and members of the community. The format and level of sophistication that each will follow also varies, UM CIBER will create conditions for each group to enhance their research capabilities and reap the benefits from doing so. The research results achieved by each group will be significantly different, yet consistent with their original needs.

We start by recognizing the existing resources and expertise throughout UM that allows students, community, and faculty members to build a solid foundation for their language and IB skills. However, each of these constituents reach a point where they need specific additional assistance which currently cannot be found. This is UM CIBER's starting point. Our design focuses on the type of educational, and research programs that will best match students' needs. We will invest heavily in experiential learning opportunities for UM students (**Appendix 4, Exhibit 9**); and multiple interdisciplinary research projects. The accumulated effect of such educational efforts is our Center's contribution to the development of students, communities, and faculty. Although it is impossible to prove the direct connection between these elements and its ultimate purpose, our fundamental belief is that UM CIBER will absolutely contribute to strengthening US competitiveness.

As discussed throughout Section V, this proposal's design has allowed us to develop coherence *within* and *among* research, education, and outreach. Moreover, it has given us the consistency and coherence that we must have to succeed in the future.

Appendix 4, Exhibit 8: Project Design-Balancing CIBER's Education, Research, and Outreach

Audience	Language & IB Skills	Education	Research	Outreach	
	That need to be met	Methods	How	Increase	Become
Students	Learning and Using	Traditional and Experiential Learning	Check assumptions, discover real interests and redefine IB goals	Access to rewarding IB jobs	Global leaders in chosen IB field
Community	Using and Sharing	Experiential and Networking	Listen to Others' IB expertise to conclude what & how to change	IB Talent Pool	More competitive
Faculty	Researching and Educating	Fact Finding, Analyzing and Conceptualizing	Systematically find others' IB experiences, attitudes, and behaviors	IB knowledge and' expertise	High-caliber scholars

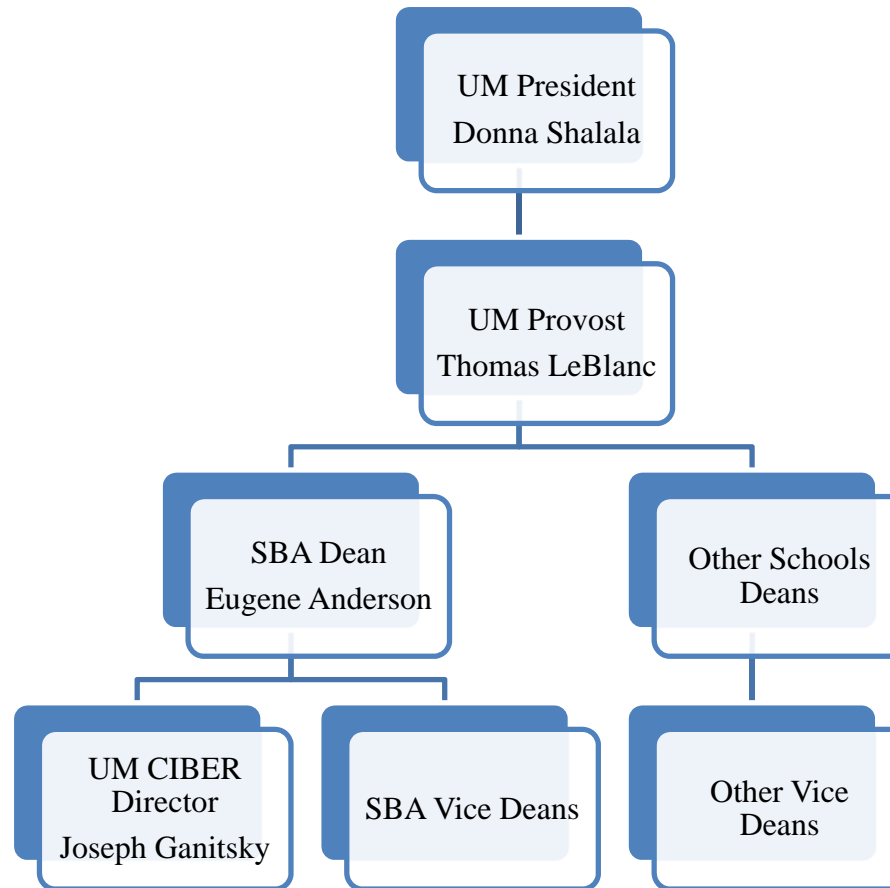
Appendix 4, Exhibit 9: Innovative IB Experiential Learning Opportunities

#	Program	Objective	Target	Activities	SBA Faculty	Other UM/Outsiders	Expected Outcomes
1.1	Compliance Boot-Camp	Provide necessary legal IB knowledge and prepare students to intern at co-sponsoring firms	UG Students	Students learn implications of the US FCPA and the UK Bribery Act in a 4 day program led by SBA faculty	Anita Cava David Lecon	Ben Ellias J&J Novartis Michael Scher	Enhanced student's employment opportunities
1.2	Global Speed Networking	Recognize, create, or act upon business opportunities	UG & Graduate Students	Interested students participate in a networking mixer	Susana Alvarez Joseph Ganitsky Mary Young		Increase student's IB network
1.5	VIP-Teletandum	Progress student's oral comprehension in a foreign language	UG & Graduate Students	UM & foreign students will engage in weekly Skype conversational experience		Leila DaCosta Rachida Primov Maria Stampino	Increase command of language skills
1.9	IB Practicum	Advance student's professional development goals	Graduate Students	Each student completes an IB focused project under an executive mentor	Joseph Ganitsky Jeff Weinstock Mary Young	Ashoka, Enterprise FL Luis Glaser, Brad McGuinn, US DOC	Recommendations to firm, defense of academic report to advisor
1.10	Reverse Mentoring	Senior service executive and "student mentor" exchange expertise	Graduate Students	Executives and students will mentor each other in key trends affecting IBs	John Mezias Mary Young		Relationships between students and business communities
1.11	Sister Cities	Research & assess outcomes from cultural/business exchanges	Graduate Students	Annually 1 MBA student documents experiences abroad	Mary Young	James Cason	Increase IB experience and expanded network
1.12	Innovators for the Americas	Feasibility analyses of tech & social solutions to LA's challenges	UM & Int'l Partners UG Students	Kickoff week-long workshop, Online work, Complete Abroad Project + followed by optional assistance from Launch Pad	Susanna Alvarez Joseph Ganitsky Hari Natarajan Robert Plant	Shihab Asfour Murat Erkoç Antonio Nanni Will Silverman	Feasibility Analysis of New Venture/team
1.13	Global Business Consulting	IB consulting to firms in service industries	Graduate Students	Kickoff meeting + Online work + In country work & recommendations to firm	John Mezias Mary Young	Luis Glaser Mentors from GW & U. Maryland CIBERs	Submit recommendations to sponsoring firm (one per team)
1.14	Int'l In-Country Internship	Improve student's skills with an Int'l internship partner	UG Students	8 week international internship In-Company throughout LA	Ellen McPhillip Ann Olazabal		Increase IB experience
1.15	Student Development in IB	Visit abroad universities, NGOs, and companies to learn policies, strategies, operations, best practices	Graduate Students	2 week field study trip to either China, India, Brazil, and LA Pacific Alliance countries	Joseph Ganitsky Vaidy Jayaraman Michael Werner Tallys Yunes		Further develop student's IB skills for career advancement
1.16	SDIB-US	Learn factors influencing US leadership in IT & other entrepreneurial areas	UG Students	2 week study trip to CA's Silicon Valley to study selected venture capital and entrepreneurial firms	Susana Alvarez		Increase awareness of factors affecting US competitiveness
1.17	Global Field Projects	Study factors threatening the sustainability of ecosystems and/or develop strategies for affordable access to services	UG Students	5 annual partial travel grants awarded in research projects to the Galapagos, Peru, Brazil, Panama, and Chile	Ellen McPhillip Ann Olazabal	Diego Deleon Sherri Porcelain Richard Weisskoff	In depth field research/industry knowledge
1.18	Int'l Case Competition	Attend case competition focused on strategic challenges and managerial dilemmas faced by IB leaders	UG Students	Students will attend a high profile, international case study competition, will prepare with the help of SBA faculty	Elisah Lewis Ellen McPhillip Ann Olazabal		Increase IB experience

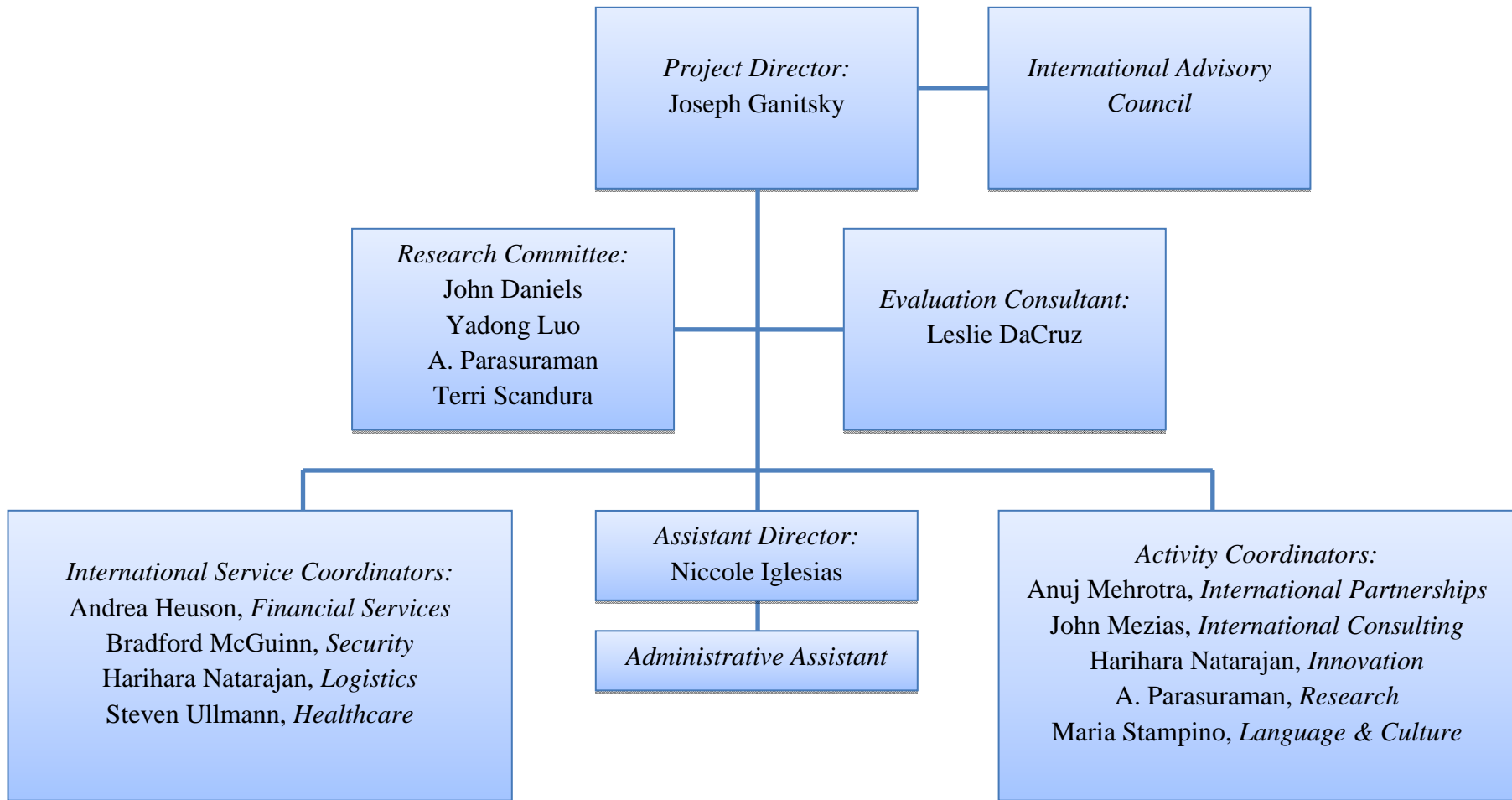
#	Program	Objective	Target	Activities	SBA Faculty	Other UM/Outsiders	Expected Outcomes
2.1	Innovate: Miami	UM Graduates practice leadership and management skills while developing the minds of young leaders	Braddock HS IT Students, and UM Graduate Students	UM graduates mentor Braddock teams for semester-long Int'l entrepreneurship projects to solve PA's challenges, upon completion graduates may intern at software development/IT firms	Susana Alvarez Joseph Ganitsky Robert Plant	Braddock HS Jorge Andres Mendez Antonio Nanni William Silverman	Develop the IB knowledge of young leaders, enhance graduates' leadership skills
3.6	FDIB-LA Pacific Alliance	Learn about opportunities and challenges of those working in/with LA's Pacific Alliance countries	Faculty	2 week field study trip with local Universities, MNCs, American Chambers, with emphasis on technological/social challenges	Joseph Ganitsky	MDC Other CIBERs (UMN, FIU, SDSU, GW)	Increase regional IB knowledge
3.7	Other CIBER's FDIB	Learn about opportunities and challenges of those working in other regions of the world	Faculty	2 week field study trip with local Universities, MNCs, American Chambers, with other emphasis		MDC Other CIBERs (UMN, FIU, USC)	Increase faculty's IB knowledge to incorporate into their curriculum

Appendix 5: Exhibits Supporting Management Plan

Appendix 5, Exhibit 1: Institutional Organizational Structure

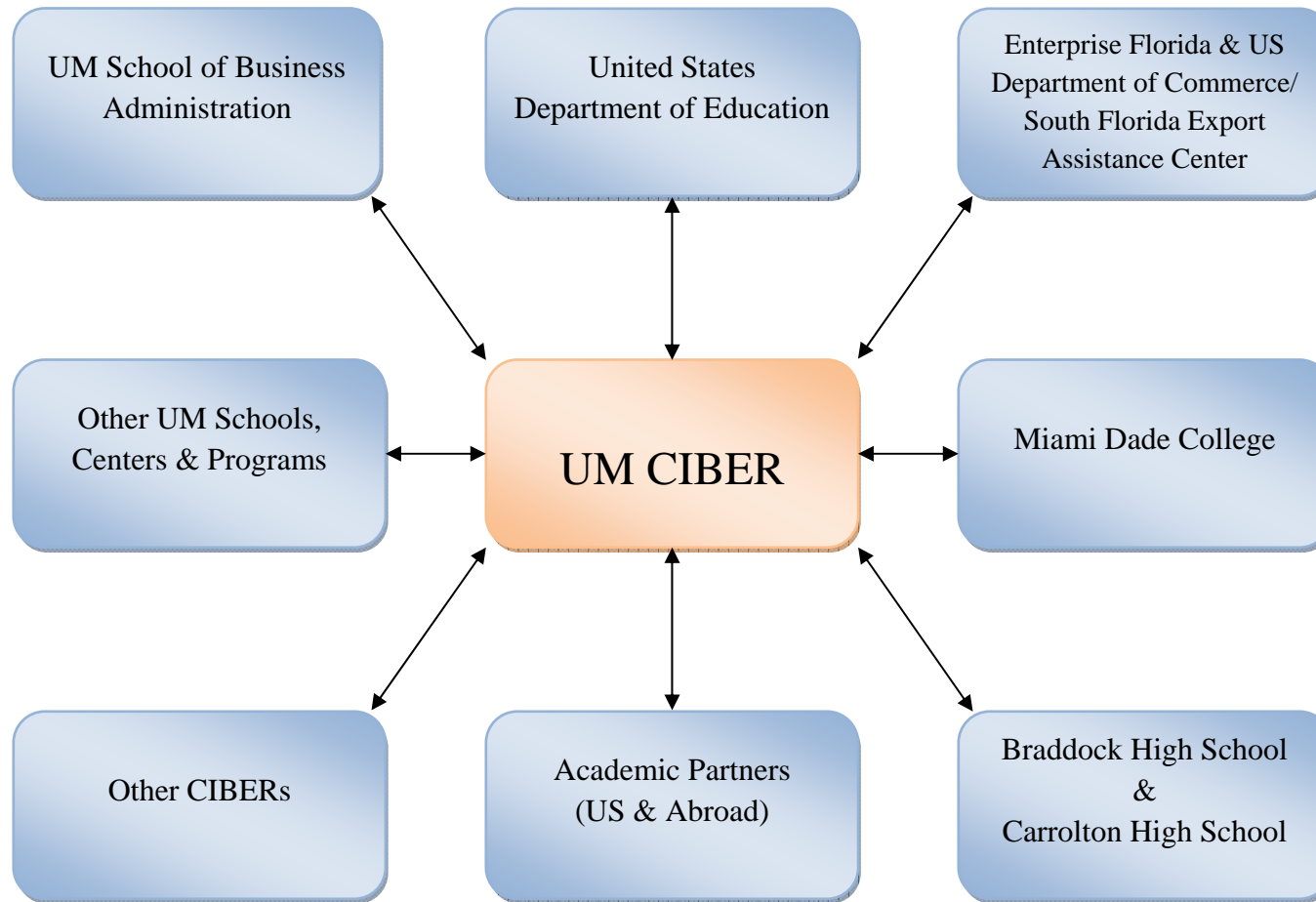


Appendix 5, Exhibit 2: UM CIBER Internal Organizational Structure



Appendix 5, Exhibit 3: Main Constituents

University-wide Center Housed at the School of Business Administration



Appendix 5, Exhibit 4: Timeline (2014-2018): 42 Programs-Main Professor responsible for Planning (P) Implementation (I) and Evaluation (E)

Jul-Sep (1); Oct-Dec (2); Jan-Mar (3); Apr-Jun (4); Continuous (—→)

#	Program	Main Leader	2014	2014-15				2015-16				2016-17				2017-18				
			4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	
1.1	Compliance Boot-Camp	Anita Cava			P	I	E		P	I	E		P	I	E		P	I	E	
1.2	Global Speed Networking	Mary Young		P	I	I	E	P	I	I	E	P	I	I	E	P	I	I	E	
1.3	Focus On...	EllenMarie McPhillip		P	I	I	E	P	I	I	E	P	I	I	E	P	I	I	E	
1.4	Doctoral Seminar	A. Parasuraman			P		I	E	P		I	E	P		I	E	P		I	
1.5	VIP-Teletandum	Leila DaCosta		P	I	I	E	P	I	I	E	P	I	I	E	P	I	I	E	
1.6	Less Commonly Taught Language	Maria Kosinski		I																
1.7	Business Portuguese	Leila DaCosta			I				I				I				I			
1.8	Enhancement of IB Curricula	Anuj Mehrotra	P																	
1.9	IB Practicum	Joseph Ganitsky			P	I	E		P	I	E		P	I	E		P	I	E	
1.10	Reverse Mentoring	Mary Young			P	I	E		P	I	E		P	I	E		P	I	E	
1.11	Sister Cities	Mary Young						P	I	→	E	P	I	→	E	P	I	→	E	
1.12	Innovators for the Americas	Hari Natarajan				P	→				I	→	E	P	I	→	E	P	I	→
1.13	Global Business Consulting	John Mezas				P	→				I	→	E	P	I	→	E	P	I	→
1.14	Int’l In-Country Internship	Ann Olazabal			P	→	I	E	P	→	I	E	P	→	I	E	P	→	I	
1.15	Student Development in IB	UM CIBER		P	→	I	E	P	→	I	E	P	→	I	E	P	→	I	E	
1.16	SDIB-US	Susanna Alvarez-Diaz		P	→	I	E	P	→	I	E	P	→	I	E	P	→	I	E	
1.17	Global Field Projects	UM CIBER				P	I	E		P	I	E		P	I	E		P	I	
1.18	Int’l Case Competition	Ann Olazabal		P	I	E		P	I	E		P	I	E		P	I	E		
1.19	Enhance Graduate Global Network	Anuj Mehrotra	P/I																	
1.20	Minorities Exchange Scholarship	Joseph Ganitsky	P/I																	
2.1	Innovate: Miami	Susanna Alvarez-Diaz			P	I	E		P	I	E		P	I	E		P	I	E	
2.2	Nuts and Bolts of IB for MDC	Vincent Daniels	P	I	PR/Award # P220A140018															

PR/Award # P220A140018

#	Program	Main Leader	2014	2014-15				2015-16				2016-17				2017-18			
			4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
2.3	IB101 for High Schools	Patricia Abril		P	I	I	E	P	I	I	E	P	I	I	E	P	I	I	E
2.4	IB Institute-Miami	A. Parasuraman			P	I	E		P	I	E		P	I	E		P	I	E
2.5	Leadership and Innovation	UM CIBER		P		I	E	P		I	E	P		I	E	P		I	E
2.6	Discover Global Markets	UM CIBER		P		I	E	P		I	E	P		I	E	P		I	E
2.7	Export Seminar/Workshop	UM CIBER		P	I	E		P	I	E		P	I	E		P	I	E	
2.8	Global Mini-Conference	Vincent Daniels		P	I	I	E	P	I	I	E	P	I	I	E	P	I	I	E
2.9	Business in Africa Workshop	UM CIBER							P	→			I	E	P	→	I	E	
2.10	Joint Programs with CHP	Susan Purcell	P	I															→
2.11	Communication in the 21st Century	UM CIBER		I															→
2.12	Mentoring and Outreach for MSI's	UM CIBER			P	I	E		P	I	E		P	I	E		P	I	E
2.13	Institute for Faculty Community Colleges	UM CIBER		P	I	E						P	I	E					
2.14	SDSU DEC	UM CIBER				P	I	E		P	I	E		P	I	E		P	I
3.1	Frontiers in Research Seminar	John Mezias		P	I	I	E	P	I	I	E	P	I	I	E	P	I	I	E
3.2	White Paper Series	UM CIBER		I															→
3.3	Faculty Exchanges /Guest Scholars	Yadong Luo		I															→
3.4	Faculty Language Development	Maria Stampino		P		I	E	P		I	E	P		I	E	P		I	E
3.5	Mini-Grants	Terri Scandura		I															→
3.6	FDIB-LA Pacific Alliance	Joseph Ganitsky			P	→	I	E	P	→	I	E	P	→	I	E	P	→	I
3.7	Other CIBER's FDIB	UM CIBER		I															→
3.8	Business Language Conference	Maria Stampino				P	I	E		P	I	E		P	I	E		P	I

Management Plan: Other Considerations

Appendix 5, Exhibits 1 and 2, highlight our intent to listen to all members of our various advisory bodies and provide insight to help us achieve our goals. UM CIBER seeks to empower faculty members throughout UM and invite them to contribute additional initiatives and efforts, beyond those included in our proposal. Although this plan already includes an ambitious agenda, we believe that we can accomplish much more by nurturing others to move forward with their ideas. In fact, the design of this project followed this approach. During the planning stages for this proposal, more than a year ago, we invited our colleagues to share the type of projects wanted to carryout. After initial conversations, some shared the ideas discussed with their peers. We then began receiving numerous offers from individuals and areas not even originally considered. After evaluating all proposed ideas/projects and eliminating those unrealistic ones, we ended up with a broader representation of programs that well represents UM's capabilities in the international business arena.

Appendix 5, Exhibit 3, highlights the many external constituent working directly with UM CIBER. All are crucial for our Center's success. We plan to develop, enhance, and maintain close relationships with each partner in order to successfully execute all programs.

In addition to the specific planning, execution and evaluation activities for each of the 42 programs, **Appendix 5, Exhibit 4**, our management plan includes a number of recurrent interdisciplinary activities. Most of these precede the official initiation of UM CIBER's next funding cycle and the majority extends beyond the end of the funding cycle.

Our staff operations will continue with the current team (Niccole Iglesias as the Assistant Director and Yamirca Blanco as the Administrative Assistant). Their performance has been outstanding. Their in-depth familiarity with all details of the Center's operations, as well as UM's guidelines and DOE's mandates is a valuable asset of the Center. Niccole and Yamirca's relationships with UM CIBER's diverse constituents guarantees our continued operational success. UM CIBER will leverage the administrative support of all UM Schools/Colleges, Departments, and Centers with which we will interact. This will allow us to mobilize additional resources, as needed.

The ultimate success of UM CIBER will depend on how well we will meet the needs of our constituents and succeed in accomplishing DOE's mandates. To that end, we will be a service-oriented Center that will strive from the beginning to understand those needs and provide services to accomplish them. After every activity our customers will immediately receive a survey request. Our constituents' feedback will help us understand those areas where we can improve. This will allow us to identify the corrective steps to enhance our overall performance. Beyond those surveys, as explained in **Appendix 8**, we host focus groups, specifically oriented to evaluate performance and identify additional areas for development.

Appendix 6: Resumes

Dr. Patricia Abril received her BA from Duke University, JD from Harvard Law School.

Dr. Abril is an Associate Professor in the Business Law Department at the University of Miami's School of Business Administration, specializing in International Business Law, Intellectual Property and Legal and Regulatory Environment of Business.

Dr. Abril has published primarily in the area of privacy law, with her most recent work focusing on privacy and its relation to social media, tort, and employment law. Her research has appeared in the Harvard Journal of Law & Technology, Florida Law Review, Houston Law Review, Wake Forest Law Review, Northwestern Journal of Technology and Intellectual Property, and Vanderbilt Journal of Entertainment and Technology Law, among other journals. A frequent commentator on the subject of privacy and its relation to emerging technology, her remarks in both English and Spanish have appeared in numerous national and international broadcast and print outlets.

Dr. Abril's teaching interests include intellectual property, contract law, negotiation, and business ethics.

Programs: 2.3, 2.5, 3.1

Ms. Susana Alvarez-Díaz graduated with honors from the University of Miami with a BA of Business Administration in International Finance and Marketing, and a dual MBA in Marketing and Management.

Ms. Alvarez-Diaz is the Director of Entrepreneurship Programs and teaches undergraduate Entrepreneurship courses through the Department of Management at the University of Miami's School of Business Administration. She has been teaching at the college level over the last 9 years and has over 20 years' experience in marketing and corporate communications including public relations, branding, internal communications, public affairs, and community and university relations.

Ms. Alvarez-Diaz is an entrepreneur - currently owning a public relations & marketing firm with offices in Miami Beach. Previously, she worked for Hewlett-Packard's Latin America Region launching marketing campaigns and promotions with sales distributors. As the Latin America Region Communications and Public Relations Manager, she worked on the successful and historic IPO of HP's spin-off, Agilent Technologies, Inc. Susana also served as the media and PR consultant to the President and CEO during his VIP visits to the region.

In 2008, Ms. Alvarez-Diaz was named Entrepreneur of the Year by the South Florida Hispanic Chamber of Commerce. She is the faculty advisor for Women in Business at the University of Miami's School of Business Administration.

Programs: 1.2, 1.12, 1.16, 2.1

Dr. Shihab S. Asfour received his BA in Science from Alexandria University, Egypt. He followed this, three years later, with a M.S. from the same school. His doctoral work was done at Texas Tech University, from which he received his PhD in 1980.

After finishing school, Dr. Asfour started teaching at the University of Miami as an Assistant Professor of Industrial Engineering. He became an Associate Professor in 1984 and a Professor in 1988. Since 1999, he has been the Chairman of the Industrial Engineering Department. Dr. Asfour also teaches courses in Statistics, Manufacturing Engineering, Computer Programming, Motion and Time Study, and other subjects. His research interests include Biomechanics, Ergonomics, Safety Engineering, Sports Medicine, and Energy Conservation.

Dr. Asfour's refereed journal articles and exhibitions include: J. P. Saenz, N. Celik, H. Xi, Y. Son, S. S. Asfour, "Two-Stage Economic and Environmental Load Dispatching Framework using Particle Filtering", *Electrical Power and Energy Systems*, 48, pp. 93-110, 2013; J. Saenz, N. Celik, S. Asfour, Y. Son, "Electric Utility Resource Planning using Continuous-Discrete Modular Simulation and Optimization (CoDiMoSO)", *Computers and Industrial Engineering*, 63 (3), pp. 671-694, 2012; and K. Lee, S. Cho, S. Asfour, "Web-based algorithm for cylindricity evaluation using support vector", *Computers & Industrial Engineering*, 60, pp. 228-235, 2011.

Programs: 1.12, 2.5

Dr. Bruce Michael Bagley holds a PhD in Political Science from the University of California, Los Angeles and his BA in Political Science from University of California at Berkley. His research interests are in U.S.-Latin American relations, with an emphasis on drug trafficking and security issues. From 1991 to 1995 he served as associate dean of the Graduate School of International Studies at the University of Miami. Prior to his appointment at the University of Miami, he was assistant professor of Comparative Politics and Latin American Studies at the School of Advanced International Studies (SAIS) of the Johns Hopkins University.

Dr. Bagley is Professor of International Studies and is former Chair of the Dept. of Int'l Studies at the University of Miami as well as former Director of the University of Miami's Center of Latin American Studies (CLAS). His teaching experience has been at Johns Hopkins University's School of Advanced International Studies (SAIS), and top universities in Latin America including University of Los Andes, Instituto Colombiano de Estudios Superiores, and Universidad Nacional in Colombia; University of the Americas and Centro de Investigación y Docencia Económicas, México; Facultad Latinoamericana de Ciencias Sociales, Ecuador, and CEBEM in Bolivia. Dr. Bagley's publications include: *Drug Trafficking and Organized Crime in the Americas: Major Trends in the Twenty*, "Whither Colombia? Drugs, Violence, Democratic Security and the Future of US-C", *Globalization and Transnational Organized Crime: The Russian Maffia in Latin America*, *Regional Security in the Americas: Past, Present and Future*, and *Drug Control Policies in the United States: What Works and What Doesn't*. Dr. Bagley has served as drug trafficking, money laundering and public security consultant for the United Nations, the U.S. Government and for several governments in Latin America (Colombia, Ecuador, Bolivia Panama and Mexico).

Programs: 2.5

Dr. Brian Barrett holds a BA in Economics from the University of Michigan, Ann Arbor, and MS in Industrial Management and a PhD in Financial Economics from the Georgia Institute of Technology, Atlanta. He also holds the Chartered Financial Analyst designation.

Dr. Barrett is Associate Professor of Finance, Co-Director of the Bermont-Carlin Scholars Program, Co-Director of the CAT-5 Student Managed Investment Fund and Director of the Undergraduate Program in International Finance and Marketing at the University of Miami's School of Business Administration. He is a specialist in bond markets, financial futures, portfolio management, and interest rate models. His research articles have appeared in *The Journal of Finance*, *The Financial Review*, *The Journal of Banking and Finance*, *The Journal of Financial Research*, *The Journal of Fixed Income*, and *The Financial Analysts Journal*.

In addition to his teaching and research, Dr. Barrett has been a consultant to investment management firms and has also served as a Board Member for financial institutions. His service to the profession includes serving as the VP for Local Arrangements, Program Chair, and President of the Southern Finance Association and more recently as the Program Chair, President, Director and Trustee for the Eastern Finance Association.

Programs: 1.16, 2.2, 2.5, 2.8

Dr. Steven F. Butterman holds a BA in International Affairs and Spanish, with a concentration in Latin American Studies, from the University of Colorado, a MA in Portuguese from the University of Wisconsin-Madison, and a PhD from the University of Wisconsin-Madison.

Dr. Butterman currently serves as the Director of Women's and Gender Studies Program and Associate Professor of Portuguese. He has served in the past as the Associate Chair of the University of Miami's Department of Modern Languages. He is affiliated with the University of Miami's Centers for Latin American Studies and Judaic Studies. He is a recipient of a National Endowment for the Humanities fellowship and a winner of the Brazilian International Press Award, Provost's Excellence in Teaching Award, and the University of Miami Scholarly and Creative Activity Award. Dr. Butterman has published articles on a wide range of topics, including 19th & 20th century Luso-Afro-Brazilian Literature and Culture; Contemporary Brazilian Poetry and Music; Queer Theory; Women's Studies; Postmodernism; and Aesthetics. He is a member of the Executive Committee of the Brazilian Studies Association and of the Luso-Brazilian Executive Division of the Modern Language Association. He is the author of "Perversions on Parade: Brazilian Literature of Transgression and Postmodern Anti-Aesthetics in Glauco Mattoso," published by San Diego State University Press. His current research reconsiders Brazilian cinematic production under dictatorship. He has been the recipient of the Fulbright Teaching Assistant grant from Brazil to teach and work in the University of Miami's Portuguese program.

Programs: 1.5, 1.7

Dr. Anita Cava received her JD from New York University's School of Law and received her BA with Distinction from Swarthmore College. She is bar licensed by the Florida Bar, the District of Columbia Bar, the Supreme Court of Florida, and the Federal District Court for the Southern District of Florida.

Dr. Cava is Professor of Business Law and Co-Director of the University of Miami's Ethics Programs, a university-wide entity that promotes research, teaching and service across the disciplines in areas of ethical interest and concern. She also co-directs the Arsht Initiatives of the University of Miami's Ethics Programs, which include a speaker series, funding for faculty/student research in Ethics and Community and a student Ethics Debate series on issues in sport and bioethics. Over the past several years, Dr. Cava has helped to launch the undergraduate University of Miami Ethics Bowl, the MBA Consultants to Non-Profits Project, and a campus-wide Ethics in Film series, which is free and open to the public. She has authored numerous articles that have been published in the Journal of Clinical Ethics, Journal of the Academy of Marketing Science, Business and Economic Review, Journal of State Government, Berkeley, and Journal of Labor and Employment Law among others. Her most recent co-authored articles include "Health Privacy in a Networked World: A Cyber-Patient's Bill of Rights," (with Patricia Abril) in the Northwestern Journal of Technology and Intellectual Property, "Business Ethics and the Future of Healthcare" (with K.W. Goodman) in Cambridge Quarterly of Healthcare Ethics (2008), the Journal of Clinical Ethics (2008), "Integrative Social Contract Theory and Urban Prosperity Initiatives" (with D. Mayer), Journal of Business Ethics (2007), and "Are Anti-Corruption Efforts Paying Off?-- International and National Measures in the Asia-Pacific Region and their Impact on India and Multinational Corporations" (with B. Earle), University of Hawaii Law Review (2009).

Programs: 1.1, 3.1

Dr. Richard L. Clarke received his BA in Industrial Distribution from Bradley University, Peoria, IL, a MBA in management/finance from the University of Miami and a Doctor of Health Administration (DHA) degree from the Medical University of South Carolina, Charleston, SC.

Dr. Clarke currently holds an adjunct faculty position at the University of Miami, Coral Gables, teaching in the MBA health specialization program. Previously, he held an Instructor position in the Masters in Health Services Management program at Rush University, Chicago, Illinois.

Dr. Clarke has worked in the healthcare finance, administration and governance for more than 40 years. In July 2012, he retired as president and chief executive officer of the Healthcare Financial Management Association (HFMA), Westchester, IL after more than 26 years. Prior to HFMA, Dr. Clarke served in various financial positions including CFO at various healthcare systems in the US.

In 2012, Dr. Clarke received HFMA's Board of Directors Award in recognition of his significant positive contributions to the healthcare profession. Dr. Clarke also was inducted as an Honorary Member of the American College of Physician Executives.

Programs: 2.5

Dr. Alvaro Cuervo-Cazurra received his PhD from the Massachusetts Institute of Technology and another from the University of Salamanca.

Dr. Cuervo-Cazurra is Professor of International Business and Strategy at Northeastern University. Before joining Northeastern he was a faculty member at the University of South Carolina and at the University of Minnesota, and a visiting professor at Cornell University. He studies the internationalization of firms, with a special interest in emerging market multinationals. He also analyzes governance issues, with a special interest in corruption in international business.

Dr. Cuervo-Cazurra's research appears in leading academic journals, such as Academy of Management Journal, Journal of International Business Studies, Strategic Management Journal, and Research Policy, and in several edited books. He is the reviewing editor of Journal of International Business Studies and serves on the editorial boards of other leading journals, such as Strategic Management Journal, Global Strategy Journal, Organization Studies, and Journal of World Business. His geographical area of expertise is Latin America. He serves on the Executive Committee of the International Management Division of the Academy of Management. He teaches courses on global strategy and sustainability at the undergraduate, masters, executive and PhD levels.

Programs: 1.4

Ms. Leila DaCosta received her Master's degree, Michigan State University on First Language Acquisition and Florida International University on Second Language Acquisition. Currently PhD candidate at UNESP, São Paulo, Brazil, on Second Language Learning Technology with a Virtual Component, in which students meet online once a week to talk to their Brazilian partners on Skype.

Ms. DaCosta has taught Portuguese and Linguistics at the Catholic University in São Paulo, Brazil, Middlebury College, Vermont, Florida International University, Miami, Florida, and has been teaching Portuguese at the University of Miami for six years and for the last 3 years using virtual sessions in his 211 classes. She has attended three CIBER Workshops at Florida International University in Miami, Florida. Besides using "Ponto de Encontro", the latest Portuguese language text, students use business vocabulary documents, get an overview of Brazil in the past 20 year in terms of political and economic information, work on a guide on how to write emails and also do individual research on the most important Brazilian companies which culminate in oral presentations for the whole class.

In February 2014, she organized the first International Meeting on Tandem and Teletandem Learning (INFLIT) at the University of Miami. The meeting had Teletandem researchers from many countries such as Sweden, Italy, France, Germany, Spain, Germany, Mexico, Chile, Brazil, Colombia, Venezuela and the US.

Programs: 1.5, 1.7

Dr. Vincent S. Daniels received his BS in Economics with Honors from the University of Tampa, MBA from the Thunderbird School of Global Management, and Doctor of Science in Business Administration from the University of Glasgow Adam Smith Business School.

Dr. Daniels is a Lecturer at the University of Miami's School of Business Administration, teaching students in entrepreneurship, strategy, international business, sales management and negotiating. He has also been a professor and director of executive and professional education at two major universities. In 1976 Dr. Daniels founded Daniels International Sales and Consulting in New Jersey. The company grew and was sold to a larger corporation in 1979. In 1980 Dr. Daniels founded Minequip Corporation, a multinational distribution company serving mining and industrial markets in South America and the Caribbean. In 1983 and 1984 Dr. Daniels founded subsidiaries in Brazil, Chile, Peru and Bolivia, and represented such lines as Ingersoll-Rand, Euclid, Clark Michigan, Volvo BM, Dresser, Chicago Pneumatic, and Joy-Gardner Denver. Dr. Daniels sold Minequip in 1996.

Florida International University is where Dr. Daniels was a founding director of the International MBA program, and served as Executive Director of Executive Education at Nova Southeastern University. Dr. Daniels is president of Daniels International Strategy Consulting, Inc. and the author of many articles on sales and strategy, as well as two books, International Sales—How to Excel in Global Selling and Get Certified. He has recently founded allcertifications.com.

Programs: 2.2, 2.4, 2.7

Dr. Diego A. Deleon received his MD in General Medicine from the Universidad Central del Este's, School of Medical Sciences in San Pedro de Macoris, Dominican Republic.

Dr. Deleon is a senior lecturer at the University of Miami's School of Nursing and Health Studies, where he has been a faculty member since May 2006. He teaches basic sciences, including human anatomy, systemic human physiology, pathophysiology, and pharmacology. His future research interest lies in transcultural medicine.

Dr. Deleon's research interest is HIV prevention in minority populations, specifically Hispanics and African Americans men who have sex with men (MSM). He has worked and published two different studies, presented at national conferences. He actively participate in student exchange programs to Chile, Mexico and soon to Australia, and is the faculty advisor to the health Studies Student Association. He is also a member of the Association of Nurses in AIDS Care (ANAC), American Public health Association (APHA), National Organization for Human Services (NOHS) and Engineers without Borders (EWB-University of Miami).

Programs: 1.17

Dr. Murat Erkoc received his BS in Industrial Engineering from Istanbul Technical University, MS in Industrial Engineering from Bogazici (Bosphorus) University, PhD in Industrial Engineering from Lehigh University.

Dr. Erkoc is an Associate Professor at the Department of Industrial Engineering at University of Miami. He also serves as the Director of Antony Burns Center for Advance Supply Chain Management. Dr. Erkoc's research interests include supply chain management and coordination, system simulations, inventory control, and stochastic processes. He has consulted various private and government organizations including Miami International Airport, Agere Systems, AAR Landing Gear Services, DHL, FedEx, Ryder, Celebrity Cruise Lines, Electrolux, Follet, Truestar, Neal and Massy, City of Coral Gables and City of North Bay Village.

Dr. Erkoc has taught and advised engineers from several governmental and corporate organizations including NASA, Pratt & Whitney, United Space Alliance, Carnival Cruise Lines, and IBM on topics related to operations research and supply chain management as part of University of Miami's off-campus programs. His papers are published in journals such as Naval Research Logistics, Production and Operations Management, European Journal of Operational Research, The Engineering Economist, and Transportation Research Logistics. He has acted as a referee for top peer journals. He served as the VP of Education for the South Florida Roundtable of Council for Supply Chain Management Professionals (CSCMP) from 2013 to 2014.

Programs: 1.12, 2.5

Dr. Luis Glaser graduated with honors from the University of Toronto with a BA and received a PhD in Biochemistry from Washington University in St. Louis.

After 30 years on the faculty of Washington University and for the last 10 years as Chairman of the Department of Biology and Chemistry and Director of the Division of Biology and Biomedical Science, he joined the University of Miami as Executive Vice President and Provost. He retired from that position in 2005 and is currently a Professor of Biology and Special Assistant to the President.

Dr. Glaser is the author of over 180 scientific articles in major scientific journals. His memberships in societies include Sigma Xi, American Society of Biological Chemists, American Chemical Society of Microbiology, American Society for Cell Biology, American Society for Neuroscience, and ODK. He has also been editor of the Journal of Biological Chemistry and the Journal of Cell Biology.

Programs: 1.9, 1.13, 3.5

Dr. Haresh Gurnani received his BE in Mechanical Engineering from the Indian Institute of Technology, New Delhi, and MS and PhD degrees from Carnegie Mellon University.

Dr. Gurnani is the Leslie O. Barnes Professor in the Department of Management at the University of Miami. His primary research interests are in supply chain management, bargaining and game theory applications in supply chains, and interface issues with marketing, economics, and information systems. Dr. Gurnani's research appears in journals such as Production and Operations Management, Manufacturing and Service Operations Management, Management Science, Marketing Science, Journal of International Business Studies, Naval Research Logistics, IIE Transactions, Decision Sciences, Journal of Retailing, IEEE Transactions on Semiconductor Manufacturing, and European Journal of Operational Research. He also serves as Associate Editor at Decision Sciences, and has previously served as Senior Editor for the Journal of Flexible Services and Manufacturing, and Area/Associate Editor at IIE Transactions (Supply Chain Management Department).

Dr. Gurnani previously served as Chair of the Department of Management at the University of Miami, and worked on coordination of AACSB reaccreditation efforts in the department. He serves on the University's Research Council, Graduate Council (alternate member) and has previously served on the University's Advisory Promotional Board.

Programs: 2.5, 3.1

Dr. Andrea J. Heuson attended Newcomb College and Tulane University in New Orleans before receiving a PhD in Finance, with concentrations in Financial Institutions and Real Estate, from the University of Illinois in Urbana-Champaign, Ill.

Dr. Heuson is on the Finance Faculty at the School of Business Administration at the University of Miami. She served as the Director of the International Finance and Marketing major and was appointed Director of Real Estate Programs. Dr. Heuson has presented research at more than 100 academic conferences in her careers and published articles on mortgage finance and other fixed-income markets in numerous academic journals while teaching valuation, international finance, management of financial institutions and real estate finance in undergraduate, graduate and executive level programs. In addition to her academic duties, Heuson is also the Treasurer of the Financial Management Association and is an Associate Editor of the Journal of Financial Research.

Dr. Heuson is recognized as an expert on local, national and international real estate markets. She is often quoted in local and national news media, appearing in the New York Times and being interviewed by Judy Woodruff for the Lehrer News Hour. Her current research interests lie in improving the origination process for single-family mortgage loans and in explaining the differential rates of house price appreciation in various regions of the United States. In the summer of 2009, Dr. Heuson was invited to become an Academic Fellow of the Homer Hoyt Institute, an organization devoted to the study of real estate and land economics.

Programs: 2.5

Mrs. Niccole Pertierra Iglesias received an MA in Liberal Studies from the University of Miami's College of Arts and Sciences, and a BS in Communications and English from the University of Miami's School of Communication.

For the past six years, Mrs. Iglesias has worked full-time for the University of Miami, currently serving as the Assistant Director for the Center for International Business Education and Research (CIBER) housed in the School of Business Administration. She oversees more than 40 programs run through the CIBER, including conference, competitions, consulting, and field study trips. She is also responsible for the coordination of all international opportunities for Graduate Business students.

Prior to this, Mrs. Iglesias supported faculty cancer research at the Sylvester Comprehensive Cancer Center where she assisted in submitting multi-million dollar grants to the principal funding agencies of the federal government, such as the National Institutes of Health, and the Department of Defense.

Program: All Programs

Dr. Jeffrey Kerr received his PhD from The Pennsylvania State University, MBA, from the Pennsylvania State University, and BA, from the City University of New York.

Dr. Kerr's currently serves as the Chair of the Management Department at the University of Miami's School of Business Administration. His research interests are knowledge-based competitions, knowledge management and learning in organizations, and new organizational forms. His specialty is in strategic management, with emphasis on corporate strategy and organizational design.

Dr. Kerr has in the past been a professor at Pennsylvania State University and Southern Methodist University. He is a member of the Academy of Management Strategic Management Society and Academy of International Business. He is also a consultant for major corporations and nonprofit organizations on strategic planning, work-flow design and restructuring.

The following are some selected publications by Dr. Kerr: "The Effects of Outside Directors and Board Shareholdings on Chief Executive Compensation," Accounting and Business Research; "Strategy and Control in Supplier-Distributor Relationships: An Agency Perspective," Strategic Management Journal; and "Bargaining Under the Influence: The Role of Alcohol in Negotiations," Academy of Management Executive.

Programs: 2.5, 3.1

Dr. Maria Kosinski received her BA in Mathematics with a minor in Economics from Manhattanville College, Purchase, NY, and also a PhD in French Language & Literature.

Dr. Kosinski is Administrator & Director, Directed Independent Language Study (DILS), College of Arts & Sciences, at the University of Miami.

Current research: “Language Learner Motivation & Profiles as These Relate to Language Learning Outcomes”: learner motivation in initial projected language use as related to learner’s actual use of language after having left the University of Miami.

At the invitation of the University of Miami, Dr. Kosinski established an innovative language program for students who need to acquire communicative competence in ‘Less Commonly Taught Languages’ not offered before at the University. She defined the concept, created the structure and pedagogical program requirements, recruiting & training native speaker Instructors, identifying appropriate language materials, recruiting & working with language faculty at other Academic Institutions who serve as DILS Examiners.

Program: 1.6

Ms. Teddie Laing received her EdD in Higher Education Leadership from Nova Southeastern University.

Ms. Laing is a Department Chair for the School of Business at Miami Dade College. She was instrumental in the development of the College’s inaugural Entrepreneurship Studies Certificate which is one of the most popular certificates offered by the College. She oversees degree and certificate programs at the North Campus, ranging from Accounting to Business Administration, to Marketing and Management including the new Bachelor of Applied Science in Supervision and Management.

Ms. Laing was director of the College's Mortgage Finance Program for five years prior to joining the School of Business and also director of the College's computer training and job placement program for students with disabilities (MEED Program) for three of the five years. She has many years of industry experience that includes serving as assistant director of the Housing Finance Authority of Broward County and staff assistant to a US Congressman.

Ms. Laing is Executive Director of the College’s US Department of Transportation’s Southeast Small Business Transportation Resource Center and former executive director of the College’s Citi Foundation Small Business Education Program wherein a broad range of educational services and seminars are offered to existing business owners and potential entrepreneurs. Her exceptional leadership qualities, interpersonal communication, and organizational skills enable her to succeed as a College educator. She makes volunteer presentations at a local library educating aspiring entrepreneurs on the steps to starting a small business.

Programs: 2.2, 2.5, 2.8, 2.13, 3.1

Ms. Lisa Lee has been a banking regulator for more than 25 years, first as a Safety & Soundness examiner and then as an Information Technology (IT) examiner for the last 16 years. She was part of the team that developed guidelines on stronger authentication for online banking and hosted a Webinar to help institutions improve how they manage information security incidents. Lisa formed a group of financial institutions to collaborate on combatting fraud and to promote sharing anti-fraud techniques. She also brought together leading private and public sector experts for a Cloud Computing Symposium and then led a team to draft regulatory guidelines.

Ms. Lee specializes in cybersecurity, social technologies, enterprise risk management, cloud computing, and big data and has spoken publicly at several highly visible industry events including RSA and RSA Europe (security conferences), the Mortgage Bankers Association, the BITS Financial Services Roundtable, the Georgia Banker's Association, and the Executive Women's Forum. In 2011, CSO Magazine and the Executive Women's Forum (EWF) selected her as a Woman of Influence for the Public Sector. She also received the inaugural EWF Community Award.

Ms. Lee co-founded and continues to operate a mentoring and peer partner program for executive women in information security, privacy, and risk management. In addition, she co-founded and operates a program with the EWF and the National Cyber Security Alliance.

Programs: 2.5

Dr. Yadong Luo received his MBA from the University of IB and Economics, Beijing, PhD in Business Administration (IB and Strategy) from Temple University.

Dr. Luo is the Emery M. Findley Distinguished Chair of Graduate Business Studies and Professor of Management at the University of Miami. He is also a Fellow of AIB. He has emerged as the world's top research scholar in international management. According to Asia Pacific Journal of Management was the world's most prolific author in leading IB journals, and on Chinese management. According to Google Scholar, his research has been cited over 4,000 times. He has published well over 150 articles in major referred journals in IB and management. He also has authored more than a dozen books and about a hundred other publications. His research record includes seminal pieces on important and timely topics, such as co-opetition in IB, business-government relationships, cross-cultural cooperative strategies, multinational enterprises in emerging markets, and international expansion of emerging market enterprises. He is also an expert in research on several frontier issues (e.g., dynamic capabilities in global business, cultural friction in international interactions, organizational justice in inter-firm relationships, and global dimensions of corporate governance). Dr. Luo was a provincial official in charge of IB in China. He served as a department editor and consulting editor of JIBS and as senior editor of MOR. He is currently an editor of JWB and an editorial board member of SMJ and JIBS, among others. He is the recipient of a dozen research and teaching awards at the University of Miami and University of Hawaii, where he taught before joining the University of Miami, including the Faculty Senate Distinguished Scholar Award in 2009 (first ever by SBA faculty).

Programs: 1.4, 2.4, 3.3, 3.5

Dr. Bradford R. McGuinn received his BA from Empire State College, at the State University of New York and received his graduate degree from the University of Miami.

Dr. McGuinn is a Senior Lecturer with the Department of Political Science and Deputy Director of the Master of Arts in International Administration Program at the University of Miami.

For many years Dr. McGuinn has lectured for the US Department of Defense. He has given talks at military commands, staff colleges and for individual units in the US and Europe. He has published a number of articles and book chapters. Over the past two years he has written chapters for edited volumes dealing with energy security in the Caucasus, the drug trade in West Africa and patterns of violence in Latin America.

Dr. McGuinn teaches a range of undergraduate and graduate-level course at the University of Miami, dealing with international and regional security, civil-military relations, violence and regional conflicts in the Middle East and Africa. He teaches also several courses dealing with civil security management and disaster relief and humanitarian intervention.

Programs: 1.9, 1.12, 2.5

Mrs. EllenMarie McPhillip received her BA from McGill University and her MA in journalism, from New York University.

Mrs. McPhillip is currently Assistant Dean of Undergraduate Business Education at the University of Miami's School of Business Administration. Previously she served as Director of Business Undergraduate Admissions and Business Outreach Programs. During her time in the Undergraduate Business area, she founded the Hyperion Council, a community service organization that provides upper classmen with the opportunity to teach key business skills to prospective entrepreneurs in at-risk communities in Little Haiti and Jamaica.

In 2008, she facilitated the implementation of the freshman course MGT 100: FIRST (Freshmen Integrity, Responsibility and Success through Teamwork) Step. The course emphasizes critical thinking and exposes students to the importance of ethical decision-making and social responsibility. First-year students work in teams to address problems encountered by non-profit enterprises in the local community. Prior to her time at the University of Miami, she founded a consulting firm Visionquest, and worked for AJ Cable Enterprises, Newsday, Inc., Scribner Laidlaw (Division of Macmillan Inc), The New York Times Co., and Scholastic, Inc.

Programs: 1.3, 1.14, 1.17, 1.18

Dr. Stephen J. Mezias received his AB in Economics from Columbia College, his MS in Statistics from Stanford University, and his PhD in Business Administration from Stanford University.

Dr. Mezias is a professor of Entrepreneurship and Family Enterprise with INSEAD, based at the Abu Dhabi campus. His current research focuses on cognitive and social aspects of institutional processes, especially as they relate to legal environments, the emergence of new industries, and the institutions of global financial integration, with a particular focus on emerging markets. His research has focused on private equity in the MENA region, including North Africa, Chinese investment in Africa, and business models for both earning profit and creating positive social impact in base of the pyramid communities, including cases from Africa and Asia.

Dr. Mezias is a current member of the editorial boards of Organization Science and Strategic Management Journal; he has previously served as Associate Editor at Management Science and on the editorial boards of the Journal of Management, Administrative Science Quarterly, and Strategic Organization!; he is also an ad-hoc reviewer for numerous journals. His publications have appeared in or are forthcoming in Management Science, Organization Science, Administrative Science Quarterly, Strategic Management Journal, as well as numerous other journals.

Programs: 1.4

Dr. Hari Natarajan received his BA in Engineering from the Indian Institute of Technology, Madras, and MS and PhD degrees (with dual titles in Business Administration and Operations Research) from the Pennsylvania State University's Smead College of Business, where he won the Alumni Association Award for his doctoral dissertation.

Dr. Natarajan is Associate Professor of Operations and Supply Chain Management at the University of Miami's School of Business Administration. His research develops and applies optimization models to support practical decision problems in supply chains, service networks, and in revenue management. He has worked on collaborative research projects with several companies including Armstrong, Capital One, Corning, Intcomex, Marketics, and Uponor Aldyl. His research has appeared in top-tier journals such as IIE ransactions, Manufacturing and Service Operations Management, Management Science, Operations Research, and Production and Operations Management, and has been supported by the eBusiness Research Center and the Center for Supply Chain Research at Penn State, the Center for International Business Education and Research, and the James W. McLamore Award at the University of Miami. Dr. Natarajan is an Associate Editor of the Decision Sciences Journal and was recently elected as the President of the South Florida chapter of INFORMS (The Institute for Operations Research and Management Sciences).

Programs: 1.12, 2.2, 2.5, 2.7, 3.4

Dr. Nilda (Nena) P. Peragallo Montano received her BS in Nursing from the University of Chile, her MS in Nursing from the University of West Virginia, and her DrPH in Public Health from the University of Texas.

She is a Dean and Professor at the University of Miami's School of Nursing and Health Studies. A nationally and internationally recognized nursing scientist specializing in health disparities and culturally competent interventions with minority populations, Peragallo has devoted her 35+ year research and academic career to improving the health status of minorities and other medically underserved groups. Peragallo is Principal Investigator and Director of the Center of Excellence for Health Disparities Research (El Centro), funded continuously by the National Institute on Minority Health and Health Disparities since 2007. She is also director of the school's World Health Organization designated Collaborating Centre for Nursing Human Resources Development and Patient Safety, an elite designation in place since 2008.

Dean Peragallo has authored numerous professional publications and is a sought-after speaker in her field. She has mentored a number of Hispanic scientists who are now published authors and advancing in positions of leadership. She holds joint faculty appointments in the Department of Epidemiology and Public Health at University of Miami Miller School of Medicine and Australian Catholic University Faculty of Health Sciences. She is a fellow of the American Academy of Nursing, a member of Sigma Theta Tau International, the honor society of nursing, and an inductee of the STTI Nurse Researcher Hall of Fame.

Programs: 2.5

Dr. Robert Plant received his PhD in Computer Science from University of Liverpool, England, MS in Computation from Oxford University, England, and BS (Honors) 1st Class in Computer Science from The Polytechnic, Wolverhampton, England. He is a Chartered Engineer, European Engineer and Fellow of the British Computer Society.

Dr. Plant is Associate Professor in the Department of Computer Information Systems and Director of the Intelligent Computer Systems Research. His major publications include articles in the Harvard Business Review, MIT Sloan Management Review, Communications of the ACM, Technology in Society, and the Journal of Management Information Systems.

Dr. Plant has held visiting research and teaching appointments at Templeton College, Oxford University, England; Wuhan University, PR China; Universidad Gabriela Mistral, Santiago, Chile; Victoria University, Auckland, New Zealand, and the University of Wolverhampton, UK among others. His research interest is centered on the role of information systems in strategic management. He is a frequent contributor to the Wall Street Journal as a member of their Expert Leadership group and is a widely read commentator on technology issues in media such as New York Times, China People's Daily, and other outlets.

Programs: 1.12, 1.15, 2.1

Dr. Sherri L. Porcelain holds a BS from the University of Florida and a MPH in International Health from the University of Miami. She received training and certification from the University of London Primary Health Care Strategies in Developing Countries, Disaster Assistance Response Team (OFDA/USAID), and Spanish proficiency from the Foreign Service Institute.

Dr. Porcelain is a senior lecturer in the Department of International Studies, Director of the Disaster Research Program for Global Public Health (formerly the Field Epidemiology Survey Team-F.E.S.T.) and Senior Research Scholar at the Institute of Cuban and Cuban American Studies. She has been an adjunct faculty member in the Department of Epidemiology and Public Health at the University of Miami's Miller School of Medicine since 1989. Her teaching and research focuses on public health in world affairs, including numerous projects on disaster mitigation and development, program evaluation, and community based health challenges in Latin America, Middle East, South East Asia, Africa and the USA. She brings the experiential and theoretical examination of human security challenges into the classroom setting. Her recent international consultant work includes field assessment in the Ghana Health Mission; school and clinic projects in Sri Lanka; health development in Peru and Panama, and public health facilitator for peace-building in Jordan, Israel and Palestine. She has served on advisory boards for public health, health diplomacy and international development.

Programs: 1.17, 2.5

Dr. Susan Kaufman Purcell received her BA degree in Spanish from Barnard College, MA and PhD degree in political science from Columbia University.

Dr. Purcell is the Director of the Center for Hemispheric Policy at the University of Miami. Prior to assuming her current position in 2005, she was Vice President of the Council of the Americas and the Americas Society in New York. Between 1981 and 1988, Dr. Purcell was a Senior Fellow at the Council on Foreign Relations in New York. She also served on the U.S. Department of State's Policy Planning Staff under Presidents Jimmy Carter and Ronald Reagan.

Before joining the US government, Dr. Purcell was a tenured Professor of political science at the University of California, Los Angeles. She has written, co-authored or co-edited eleven books and more than 200 articles. She also writes a column for *AméricaEconomía* magazine and regularly comments on developments in Latin America on radio and television programs in the United States, Latin America and Europe. She has is also a member of the Advisory Board of The Mexico Institute of the Woodrow Wilson Center in Washington, DC, a director of the Foundation for Management Education in Central America and a director of the Greater Miami and Broward chapter of the American Jewish Committee. A recognized authority on Latin America, Dr. Purcell has written, co-authored, or co-edited eleven books and has published nearly 200 articles that have appeared in *Foreign Affairs*, *Latin Finance*, *The International Economy* and *CEO Magazine*, among others.

Programs: 2.10

Dr. Manuel Santos holds a BA in Economics from Universidad Autónoma de Madrid, and a MA and PhD in Economics from the University of Chicago.

Dr. Santos is a professor and James L. Knight Chair of the Department of Economics. His areas of expertise are macroeconomics, finance, and managerial incentives. He has an extensive teaching experience, including Professor of Universidad Carlos III de Madrid, ITAM (Mexico City), University of Minnesota, and Arizona State University, as well as visiting Professor of the University of Chicago and UCLA. His research has been published in all major economic journals (Econometría-Journal of Political Economy and American Economic Review). Dr. Santos has served in the editorial board of several top journals (Econometría-Journal of Economic Theory, Economic Theory). Among the world's top 500 economists, Dr. Santos ranks 70 by article count (Laband-Piette) and 21 by contributions to theory (Econometría).

Currently Drs. Santos and Fernando Garcia-Belenguer (of Universidad Autónoma de Madrid) are working on the research project "Determinants of Productivity in Services, Equipment Investment, and Structures". This research is considering a sample of 52 countries that includes most of the OECD countries plus some other well-chosen countries in Asia, Latin-America and Africa.

Programs: 2.5

Dr. Terri A. Scandura received her PhD and BBA from the University of Cincinnati.

Dr. Scandura is currently a Professor of Management in the School of Business Administration at the University of Miami. From 2007 to 2012, she served as Dean of the Graduate School of the University. Her fields of interest include leadership, mentorship, and applied research methods. She has been a visiting scholar in Japan, Australia, Hong Kong, China and the United Arab Emirates.

Dr. Scandura has authored or co-authored over two hundred presentations, articles and book chapters. Her research has been published in the Academy of Management Journal, the Journal of Applied Psychology, the Journal of International Business Studies, the Journal of Vocational Behavior, the Journal of Organizational Behavior, Educational and Psychological Measurement, Industrial Relations, Research in Organizational Behavior and Research in Personnel and Human Resource Management and others. She is also a member of the American Psychological Association (APA), the Society for Industrial & Organizational Psychology, the Society of Organizational Behavior (SOB) and the Academy of Management. She is a past-Associate editor for Group & Organization Management, the Journal of International Business Studies, Journal of Management and Organizational Research Methods. She currently serves on Editorial Boards for major journals.

Programs: 3.1, 3.3, 3.5

Dr. William Silverman received his PhD in physiology at UCLA Medical School and migrated into business upon realizing that his career as a biomedical researcher was a long-term exercise in entrepreneurship and start-up financing.

Dr. Silverman's research explored areas as diverse as cardiology, immunology, and treatments for traumatic brain injury. He has also lectured in graduate level neuroscience courses at the Miller School of Medicine at the University of Miami.

Dr. Silverman is particularly interested in commercializing and promoting cutting-edge biomedical technologies and medical devices, from original inception through product launch. He joined The Launch Pad at its inception as one of its first Venture Coaches. His business expertise lies in the areas of finance and marketing and he has led workshops on venture feasibility, business strategy, marketing, social media, social entrepreneurship, financial modeling and valuations, and presenting business opportunities to investors.

Programs: 1.12, 2.1

Dr. Helena Solo-Gabriele received her BS and MS in Civil Engineering from the University of Miami and PhD in Civil/Environmental Engineering from the Massachusetts Institute of Technology.

Dr. Solo-Gabriele is a Professor in the Department of Civil, Architectural, and Environmental Engineering at the University of Miami's College of Engineering. She also serves as the Associate Dean for Research in the College.

Dr. Solo-Gabriele's research has focused on evaluating the relationship between the environment and human health. Her research has spanned diverse areas including evaluating the human health impacts of metals/pesticides in the environment and evaluating human health impacts of microbial contaminants in coastal zones. She is currently serving at the President of the Association of Cuban Engineers, where she has been involved in leading initiatives to evaluate Cuba's infrastructure needs, in particular needs for preserving the Cuban environment and improving the water and wastewater infrastructure for its urban populations.

Dr. Solo-Gabriele also serves as the faculty advisor for the University of Miami student chapter of Engineers Without Borders, who recently installed a sewer system for the rural community of Huaquillas, Ecuador. As the Associate Dean for Research, Dr. Solo-Gabriele develops, implements, and manages programs that promote collaboration between engineering faculty and faculty within other units of the University and between Universities. She has organized several "Collaborative Research Exchange Forums" designed to promote interdisciplinary research, followed by a competitive process by which pilot funds are awarded.

Programs: 1.12

Mr. Eduardo Torres is the South Florida Director for the US Commercial Service, a division of the United States Department of Commerce. His offices in Miami and Fort Lauderdale assist US small and medium-size companies to become successful exporters by helping them to understand the technical aspects of international marketing.

Mr. Torres and his team of International Trade Specialists provide export counseling, information on foreign markets, access to international contacts, and advocacy services. Mr. Torres has served at the US Embassy in the Mexico during temporary duty assignments and most recently in Santo Domingo, Dominican Republic, as the Acting Senior Commercial Officer for the Caribbean and as the Principle Commercial Officer in Ho Chi Minh City, Vietnam.

Mr. Torres serves in the Board of Directors for the World Trade Center in Miami, as the Executive Secretary for the Florida District Export Council and recently received a Congressional recognition for his outstanding and invaluable service to the business community in South Florida.

Programs: 2.6, 2.7

Dr. Steven G. Ullmann holds a Bachelor's Degree in Economics with Distinction from the University of California, Berkeley, and his Master's and PhD degrees in Economics from the University of Michigan, Ann Arbor. He has received training and certification in Bioethics and Advanced Bioethics from the Kennedy Institute of Ethics at Georgetown University. He is the author of over thirty-five monographs, book chapters, refereed journal articles, commentaries, invited articles and abstracts.

Dr. Ullman is the Director of Programs in and Center for Health Sector Management and Policy at the University of Miami. He is a Professor in the Departments of Management and Economics in the School of Business Administration, and in the Departments of Epidemiology & Public Health and Family Medicine & Community Health in the Miller School of Medicine, specializing in the areas of health care management and health care economics.

Dr. Ullmann served as Vice Provost for Faculty Affairs and University Administration and also held the position of Dean of the Graduate School. He served as Director of Academic Programs in Health Administration.

Dr. Ullmann has been the recipient of over twenty-five awards for excellence in teaching since coming to the University of Miami. In 2011, Dr. Ullmann was honored for his outstanding educational achievements, receiving the 2011 University of Miami Faculty Senate Outstanding Teaching Award. Most recently, Dr. Ullmann received the *James W. McLamore Outstanding Service Award* for his deep commitment to serving the broader community and promoting a culture of excellence, collaboration and respect. Dr. Ullmann has worked globally in the areas of privatization and implementation of health care management structures in such countries as Argentina, Brazil and Uruguay.

Programs: 2.5, 3.1, 3.3, 3.5

Dr. Jeffrey Weinstock received his BA from Yale University, summa cum laude and Phi Beta Kappa, and his MBA from Hebrew University of Jerusalem, magna cum laude, where he received the highest grade possible (100) on his MBA dissertations in Marketing and Organizational Psychology.

Dr. Weinstock has devoted his career to International Marketing. For the past 20 years, he has held senior International Marketing positions in several S&P 500 corporations. His International Marketing experience includes key roles at Carnival Cruise Lines, Sabre Holdings and Teva Pharmaceutical Industries. Weinstock focuses on International Marketing strategy, marketing in times of crisis, new market entry, and new product development and launch in the software, banking, pharmaceutical and hospitality industries.

Dr. Weinstock has spent much of his career overseas, living in Brazil and Israel for 14 years. He has worked in 40+ countries and specializes in Latin America, Europe and the Middle East. He is fluent (native speaker level) in Spanish, Portuguese and Hebrew, with very strong knowledge of French and Italian.

Dr. Weinstock has been teaching marketing at the University of Miami since September 2004, full-time since January 2009. In addition, he has delivered numerous Marketing training courses and seminars to major corporations and is a frequent speaker on marketing topics at international conferences in Latin America and Europe. In addition, Prof. Weinstock is owner and chief strategist at NMI Strategic Consultancies.

Programs: 1.9

Dr. Richard Weisskoff received his BA with High Distinction in Social Studies from Harvard College, MA and PhD degrees in Economics from Harvard University.

Dr. Weisskoff is an environmental economist and econometrician, a Professor in the Department of International Studies, and the founding Director of PRENDE, the Program in Environment and Development in Latin America & the Caribbean at the University of Miami. His recent work in Ica, Peru, involves mudslide prevention programs (dam building and reforestation) and post-earthquake recovery (house construction, potable water, and drip irrigation). Dr. Weisskoff taught at Yale, Iowa State, and Bar Ilan Universities before coming to Miami in 1989. He has published monographs on the Economics of Everglades Restoration and on Caribbean Economic Development, and numerous articles and chapters on Latin American development, income distribution, and input-output economics. His primary field work has been in Brazil, Colombia, Nicaragua, Paraguay, Puerto Rico, and Peru. Dr. Weisskoff was awarded the first academic fellowship between the University of Miami and the US Southern Command in 2008, and received three consecutive grants from the RK Rasmussen Foundation supporting PRENDE. His current travel courses to Peru involve programs with universities in Lima, Ica, Abancay, and Cuzco; he is proposing further work in the Brazilian Amazon near Manaus.

Programs: 1.17

Mrs. Mary Young is a graduate of Leadership Miami and Leadership Florida, was chosen as a Miami Dade Up & Comer by South Florida Business Journal, was a MIAMI TODAY “Best of the Best” and is a past President of the YWCA of Greater Miami.

The first female Chair of the Coral Gables Community Foundation, Mrs. Young is an active community servant and has served on the Executive Committees of the Citizen's Board of the University of Miami, Dade Heritage Trust (DHT), Charlee Homes for Children, the United Way of Miami Dade County and Goodwill Industries of South Florida. She is a past Chair of the Coral Gables Parking Board and is a former member of the City’s Disability Board, as well as a former member of the Miami Dade County Commission for Women and the State of Florida Board of Professional Engineers. As a past co-chair of the United Way of Miami Dade’s Annual Campaign, she has also been recognized as one of five Women Who Make A Difference by the Junior League of Miami, was chosen a “2007 Woman of Impact” by the Miami Women’s History Coalition and was recognized in 2006 as the United Way’s Dorothy Shula Volunteer of the Year award winner. An Athena Award finalist, the Junior League of Miami’s 2006 Sustainer of the Year and the Miami Women’s Chamber of Commerce Thelma Gibson Award Winner, she is known for her work in the inner city to promote technology, engineering and business careers for women and girls.

Programs: 1.2, 1.10, 1.11, 1.13

Appendix 7: Budget Notes

General Considerations

Inflation rider = 3% per year for Project Director (PD), Assistant Director (AD), and Administrative Assistant (all paid by the School of Business Administration). This does not apply to other entries.

The PD prepared an excel sheet matrix with estimated time and effort contributions by each faculty member participating in each program in each of the four years. The School of Business Administration, using specific ongoing compensation of each faculty member and the inflation rider, estimated individual cost-contributions and added them to obtain SBA's total annual cost sharing contributions. The same process was followed by other Schools within UM. Their officers completed and signed their cost sharing estimates and returned them to the PD. He, in turn, aggregated all estimates and submitted a single request with proper support to the Office of Research Administration. Its staff validated and accepted the estimates presented in this proposal.

Due to space constraints of this Appendix, several excel sheets (e.g., time/effort estimates of SBA faculty for each program) that were used to prepare our budgets for both federal and non-federal funds have not been included. We stand ready to provide them, if needed. However, we have provide the following in **Appendix 7**:

- Budget Totals All Four Years - Exhibit 1
- Ratio of Federal to Non-Federal Funds (all four years) - Exhibit 2
- Use of Federal Direct Funds per Proposal Objective - Exhibit 3
- Detailed Project Budget (all four years)
- Detailed Project Budgets (per year)
- Budget Justification (year 1)
- Line Item Budgets (per year and total for all four years) Federal vs. Non-Federal Funds

The cost sharing contributions of all faculty from the School of Business, as well as from other Schools/Colleges participating in this proposal are included in our faculty cost contributions (cost share). Some collaborating faculty are not included in the cost sharing estimates because their contributions represent a fraction of their respective activities and/or they prefer to consider theirs as pro-bono. UM's support to this proposal, in terms of matching funds, is in-line with the 1 to 1 ratio mandated by the DOE (49.89% to 50.11% for all four years as seen in **Appendix 7, Exhibit 2**).

All payments with DOE funds to individual faculty members or travel expenses are based on average estimates of costs associated with each program. For example, research projects have a single aggregate that comprises cost estimates of graduate assistantships, data purchases, and research-related travel expenses. Variations will exist within programs due to factors that cannot be included (e.g., season vs. off-season travel), and between activities covered by same program (e.g., in FDIB programs as a function of final destination).

Appendix 7, Exhibit 1: Budget Totals (all 4 years)

	Federal	%	Non-Federal	%	TOTAL	%
1. Personnel	\$ 302,200.00	25%	\$ 899,715.00	73%	\$ 1,201,915.00	49%
2. Fringe Benefits	\$ 71,296.80	6%	\$ 278,934.00	23%	\$ 350,230.80	14%
3. Travel	\$ 432,500.00	35%	\$ 20,000.00	2%	\$ 452,500.00	18%
4. Equipment	\$ -	-	\$ 6,000.00	-	\$ 6,000.00	-
5. Supplies	\$ -	-	\$ 6,500.00	-	\$ 6,500.00	-
6. Contractual	\$ -	-	\$ -	-	\$ -	-
7. Construction	\$ -	-	\$ -	-	\$ -	-
8. Other	\$ 324,500.00	27%	\$ 15,000.00	1%	\$ 339,500.00	14%
9. Total Direct Costs (1-8)	1,130,497	93%	1,226,149	100%	\$ 2,356,645.80	96%
10. Indirect Costs	\$ 90,439.74	7%	\$ -	-	\$ 90,439.74	4%
11. Training Stipends	\$ -	-	\$ -	-	\$ -	-
12. Total Costs (9-11)	\$ 1,220,936.54	100%	1,226,149	100%	\$ 2,447,085.54	100%
% of Total	49.89%		50.11%			100.00%

For DOE funds 8% of Total Direct Costs

Appendix 7, Exhibit 2: Ratio of Federal to Non-Federal (for all 4 years)

Total Costs	Year 1	Year 2	Year 3	Year 4	Total
1 - Federal	305,233	304,866	305,419	305,419	1,220,937
2 - Non Federal	305,902	306,739	307,691	305,817	1,226,149
Ratios	1.00	1.01	1.01	1.00	1.00

Appendix 7, Exhibit 3: Use of Federal Direct Funds per Proposal Objectives (all 4 years)

Project's Objective	Year 1	Year 2	Year 3	Year 4	Total
1-Develop Global Leaders	115,540	119,760	117,272	117,272	469,844
2-Strengthen Florida's IB Community	71,583	76,023	82,023	79,023	308,653
2-Promote Highly Talented Scholars	69,500	67,500	67,500	67,500	272,000
Support and Administration	26,000	19,000	16,000	19,000	80,000

Line Item Budget By Program					USDOE - Federal Funds Year 1				USDOE - Federal Funds Year 2				USDOE - Federal Funds Year 3				USDOE - Federal Funds Year 4					TOTAL
					Personnel	Travel	Other	Total	Personnel	Travel	Other	Total	Personnel	Travel	Other	Total	Personnel	Travel	Other	Total		
1	Develop Global Leaders																					
1.1	IB Compliance Boot-Camp: Healthcare, Finance and Beyond				\$ 4,000.00			\$ 4,000.00	\$ 4,000.00			\$ 4,000.00	\$ 4,000.00			\$ 4,000.00	\$ 4,000.00			\$ 4,000.00	\$ 16,000.00	
1.2	Global Speed Networking						\$ 5,000.00	\$ 5,000.00			\$ 4,000.00	\$ 4,000.00			\$ 4,000.00	\$ 4,000.00			\$ 4,000.00	\$ 4,000.00	\$ 17,000.00	
1.3	Focus On...						\$ 1,500.00	\$ 1,500.00			\$ 1,500.00	\$ 1,500.00			\$ 1,500.00	\$ 1,500.00			\$ 1,500.00	\$ 1,500.00	\$ 6,000.00	
1.4	Doctoral Seminar: Strategies for Multinationals from/or Operating in Emerging Economies				\$ 12,000.00	\$ 4,000.00	\$ 4,000.00	\$ 20,000.00	\$ 10,000.00	\$ 4,000.00	\$ 4,000.00	\$ 18,000.00	\$ 8,000.00	\$ 4,000.00	\$ 4,000.00	\$ 16,000.00	\$ 8,000.00	\$ 4,000.00	\$ 4,000.00	\$ 16,000.00	\$ 70,000.00	
1.5	VIP-Teletandum						\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 3,000.00	\$ 12,000.00	
1.6	Less Commonly Taught Language						\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 3,000.00	\$ 12,000.00	
1.7	Business Portuguese Course						\$ 2,500.00	\$ 2,500.00			\$ 2,500.00	\$ 2,500.00			\$ 2,500.00	\$ 2,500.00			\$ 2,500.00	\$ 2,500.00	\$ 10,000.00	
1.8	Continuous Enhancement of IB Curricula							\$ -				\$ -				\$ -				\$ -	\$ -	
1.9	IB Practicum				\$ 3,000.00			\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 12,000.00	
1.10	Reverse Mentoring							\$ -				\$ -				\$ -				\$ -	\$ -	
1.11	Sister Cities Miami					\$ 2,000.00		\$ 2,000.00		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00		\$ 1,000.00	\$ 5,000.00	
1.12	Innovators for the Americas				\$ 16,000.00	\$ 18,000.00		\$ 34,000.00	\$ 16,000.00	\$ 18,000.00		\$ 34,000.00	\$ 16,000.00	\$ 18,000.00		\$ 34,000.00	\$ 16,000.00	\$ 18,000.00		\$ 34,000.00	\$ 136,000.00	
1.13	Global Business Consulting					\$ 6,000.00		\$ 6,000.00	\$ 7,000.00	\$ 3,000.00	\$ 4,000.00	\$ 14,000.00	\$ 7,000.00	\$ 3,000.00	\$ 4,000.00	\$ 14,000.00	\$ 7,000.00	\$ 3,000.00	\$ 4,000.00	\$ 14,000.00	\$ 48,000.00	
1.14	International In-Country Internship					\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00	\$ 12,000.00	
1.15	Student Development in International Business					\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00	\$ 12,000.00	
1.16	SDIB US-Entrepreneurship Drives Competitiveness					\$ 3,000.00		\$ 3,000.00		\$ 2,000.00		\$ 2,000.00		\$ 2,000.00		\$ 2,000.00		\$ 2,000.00		\$ 2,000.00	\$ 9,000.00	
1.17	Sustainable Global Field Projects					\$ 5,000.00		\$ 5,000.00		\$ 5,000.00		\$ 5,000.00		\$ 5,000.00		\$ 5,000.00		\$ 5,000.00		\$ 5,000.00	\$ 20,000.00	
1.18	International Case Competition					\$ 4,000.00		\$ 4,000.00		\$ 4,000.00		\$ 4,000.00		\$ 4,000.00		\$ 4,000.00		\$ 4,000.00		\$ 4,000.00	\$ 16,000.00	
1.19	Enhance Graduate Student Global Network							\$ -				\$ -				\$ -				\$ -	\$ -	
1.20	International Exchange Scholarship for Minorities					\$ 5,000.00		\$ 5,000.00		\$ 5,000.00		\$ 5,000.00		\$ 5,000.00		\$ 5,000.00		\$ 5,000.00		\$ 5,000.00	\$ 20,000.00	
	Fringe Develop Global Leaders (24.4%)				\$ 8,540.00			\$ 8,540.00	\$ 9,760.00			\$ 9,760.00	\$ 9,272.00			\$ 9,272.00	\$ 9,272.00			\$ 9,272.00	\$ 36,844.00	
	Total				\$ 43,540.00	\$ 53,000.00	\$ 19,000.00	\$ 115,540.00	\$ 49,760.00	\$ 48,000.00	\$ 22,000.00	\$ 119,760.00	\$ 47,272.00	\$ 48,000.00	\$ 22,000.00	\$ 117,272.00	\$ 47,272.00	\$ 48,000.00	\$ 22,000.00	\$ 117,272.00	\$ 469,844.00	
2	Strengthen South Florida's IB Community																					
2.1	Innovate: Miami-Young Leaders				\$ 2,000.00	\$ 2,000.00	\$ 3,000.00	\$ 7,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,500.00	\$ 6,500.00	\$ 2,000.00	\$ 2,000.00	\$ 2,500.00	\$ 6,500.00	\$ 2,000.00	\$ 2,000.00	\$ 2,500.00	\$ 6,500.00	\$ 26,500.00	
2.2	The Nuts and Bolts of IB for Miami Dade College				\$ 6,000.00			\$ 6,000.00	\$ 6,000.00			\$ 6,000.00	\$ 6,000.00			\$ 6,000.00	\$ 6,000.00			\$ 6,000.00	\$ 24,000.00	
2.3	IB101 for High Schools				\$ 3,000.00			\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 12,000.00	
2.4	IB Institute-Miami						\$ 5,000.00	\$ 5,000.00	\$ 10,000.00		\$ 5,000.00	\$ 15,000.00	\$ 10,000.00		\$ 5,000.00	\$ 15,000.00	\$ 10,000.00		\$ 5,000.00	\$ 15,000.00	\$ 50,000.00	
2.5	Leadership and Innovation in Services for the Americas Annual Conference				\$ 12,000.00	\$ 8,000.00	\$ 5,500.00	\$ 25,500.00	\$ 12,000.00	\$ 6,000.00	\$ 5,000.00	\$ 23,000.00	\$ 12,000.00	\$ 6,000.00	\$ 5,000.00	\$ 23,000.00	\$ 12,000.00	\$ 6,000.00	\$ 5,000.00	\$ 23,000.00	\$ 94,500.00	
2.6	Discover Global Markets						\$ 3,000.00	\$ 3,000.00			\$ 1,500.00	\$ 1,500.00			\$ -				\$ -	\$ -	\$ 4,500.00	
2.7	Automated Export System Seminar and Workshop							\$ -				\$ -			\$ -				\$ -	\$ -	\$ -	
2.8	Global Mini-Conference: A Day of Education				\$ 4,800.00			\$ 4,800.00	\$ 4,800.00			\$ 4,800.00	\$ 4,800.00			\$ 4,800.00	\$ 4,800.00			\$ 4,800.00	\$ 19,200.00	
2.9	Business Opportunities in Africa Workshop							\$ -				\$ -			\$ 5,000.00	\$ 5,000.00			\$ 5,000.00	\$ 5,000.00	\$ 10,000.00	
2.10	Joint Programs with the Center for Hemispheric Policy						\$ 1,500.00	\$ 1,500.00			\$ 1,500.00	\$ 1,500.00			\$ 1,500.00	\$ 1,500.00			\$ 1,500.00	\$ 1,500.00	\$ 6,000.00	
2.11	Communication in the 21st Century						\$ 2,000.00	\$ 2,000.00			\$ 1,500.00	\$ 1,500.00			\$ 1,000.00	\$ 1,000.00			\$ 1,000.00	\$ 1,000.00	\$ 5,500.00	
2.12	Mentoring and Outreach for Minority Serving Institutions						\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 3,000.00	\$ 12,000.00	
2.13	IB Institute for Community College Faculty						\$ 3,000.00	\$ 3,000.00				\$ -			\$ 3,000.00	\$ 3,000.00			\$ -	\$ -	\$ 6,000.00	
2.14	San Diego State University District Export Council						\$ 1,000.00	\$ 1,000.00			\$ 1,000.00	\$ 1,000.00			\$ 1,000.00	\$ 1,000.00			\$ 1,000.00	\$ 1,000.00	\$ 4,000.00	
	Fringe Develop Global Leaders (24.4%)				\$ 6,783.20			\$ 6,783.20	\$ 9,223.20			\$ 9,223.20	\$ 9,223.20			\$ 9,223.20	\$ 9,223.20			\$ 9,223.20	\$ 34,452.80	
	Total				\$ 34,583.20	\$ 10,000.00	\$ 27,000.00	\$ 71,583.20	\$ 47,023.20	\$ 8,000.00	\$ 21,000.00	\$ 76,023.20	\$ 47,023.20	\$ 8,000.00	\$ 27,000.00	\$ 82,023.20	\$ 47,023.20	\$ 8,000.00	\$ 24,000.00	\$ 79,023.20	\$ 308,652.80	
3	Promote Highly Talented Scholars																					
3.1	Frontiers in IB Research Seminar						\$ 1,500.00	\$ 1,500.00			\$ 1,500.00	\$ 1,500.00			\$ 1,500.00	\$ 1,500.00			\$ 1,500.00	\$ 1,500.00	\$ 6,000.00	
3.2	Frontiers in IB White Paper Series							\$ -				\$ -				\$ -				\$ -	\$ -	
3.3	IB Faculty Exchanges/Guest Scholars					\$ 5,000.00		\$ 5,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00	\$ 14,000.00	
3.4	Faculty Language Development						\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 3,000.00			\$ 3,000.00	\$ 3,000.00	\$ 12,000.00	
3.5	Interdisciplinary Research Mini-Grants						\$ 35,000.00	\$ 35,000.00			\$ 25,000.00	\$ 25,000.00			\$ 25,000.00	\$ 25,000.00			\$ 25,000.00	\$ 25,000.00	\$ 110,000.00	
3.6	FDIB-Latin American Pacific Alliance					\$ 10,000.00		\$ 10,000.00		\$ 20,000.00		\$ 20,000.00		\$ 20,000.00		\$ 20,000.00		\$ 20,000.00		\$ 20,000.00	\$ 70,000.00	
3.7	Co-Sponsor Other CIBER's FDIB					\$ 12,000.00		\$ 12,000.00		\$ 12,000.00		\$ 12,000.00		\$ 12,000.00		\$ 12,000.00		\$ 12,000.00		\$ 12,000.00	\$ 48,000.00	
3.8	CIBER Business Language Conference					\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00		\$ 3,000.00	\$ 12,000.00	
	Fringe Develop Global Leaders (24.4%)				\$ -			\$ -	\$ -			\$ -	\$ -			\$ -	\$ -			\$ -	\$ -	
	Total				\$ -	\$ 30,000.00	\$ 39,500.00	\$ 69,500.00	\$ -	\$ 38,000.00	\$ 29,500.00	\$ 67,500.00	\$ -	\$ 38,000.00	\$ 29,500.00	\$ 67,500.00	\$ -	\$ 38,000.00	\$ 29,500.00	\$ 67,500.00	\$ 272,000.00	
Administrative Support																						
	Project Director				\$ -	\$ 8,000.00	\$ 3,000.00	\$ 11,000.00	\$ -	\$ 7,000.00	\$ 1,500.00	\$ 8,500.00	\$ -	\$ 5,000.00	\$ 1,000.00	\$ 6,000.00	\$ -	\$ 6,000.00	\$ 1,500.00	\$ 7,500.00	\$ 33,000.00	
	Assistant Director				\$ -	\$ 7,000.00	\$ 2,000.00	\$ 9,000.00	\$ -	\$ 5,000.00	\$ 1,000.00	\$ 6,000.00	\$ -	\$ 4,500.00	\$ 1,000.00	\$ 5,500.00	\$ -	\$ 5,000.00	\$ 1,500.00	\$ 6,500.00	\$ 27,000.00	
	Administrative Assistant				\$ -	\$ 2,500.00	\$ -	\$ 2,500.00	\$ -	\$ 1,000.00	\$ -	\$ 1,000.00	\$ -	\$ 1,000.00	\$ -	\$ 1,000.00	\$ -	\$ 1,500.00	\$ -	\$ 1,500.00	\$ 6,000.00	
	Student Assistants				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
	TOTAL				\$ -	\$ 17,500.00	\$ 5,000.00	\$ 22,500.00	\$ -	\$ 13,000.00	\$ 2,500.00	\$ 15,500.00	\$ -	\$ 10,500.00	\$ 2,000.00	\$ 12,500.00	\$ -	\$ 12,500.00	\$ 3,000.00	\$ 15,500.00	\$ 66,000.00	
External Reviewer																						
	External Reviewer				\$ 2,500.00	\$ 1,000.00		\$ 3,500.00	\$ 2,500.00	\$ 1,000.00		\$ 3,500.00	\$ 2,500.00	\$ 1,000.00		\$ 3,500.00	\$ 2,500.00	\$ 1,000.00		\$ 3,500.00	\$ 14,000.00	
	TOTAL				\$ 2,500.00	\$ 1,000.00	\$ -	\$ 3,500.00	\$ 2,500.00	\$ 1,000.00	\$ -	\$ 3,500.00	\$ 2,500.00	\$ 1,000.00	\$ -	\$ 3,500.00	\$ 2,500.00	\$ 1,000.00	\$ -	\$ 3,500.00	\$ 14,000.00	
1 - Develop Global Leaders								\$ 115,540.00				\$ 119,760.00				\$ 117,272.00				\$ 117,272.00	\$ 469,844	

Line Item Budget By Program		USDOE - Federal Funds Year 1			
		Personnel	Travel	Other	Total
1	Develop Global Leaders				
1.1	IB Compliance Boot-Camp: Healthcare, Finance and Beyond	\$ 4,000.00			\$ 4,000.00
1.2	Global Speed Networking			\$ 5,000.00	\$ 5,000.00
1.3	Focus On...			\$ 1,500.00	\$ 1,500.00
1.4	Doctoral Seminar: Strategies for Multinationals from/or Operating in Emerging Economies	\$ 12,000.00	\$ 4,000.00	\$ 4,000.00	\$ 20,000.00
1.5	VIP-Teletandem			\$ 3,000.00	\$ 3,000.00
1.6	Less Commonly Taught Language			\$ 3,000.00	\$ 3,000.00
1.7	Business Portuguese Course			\$ 2,500.00	\$ 2,500.00
1.8	Continuous Enhancement of IB Curricula				\$ -
1.9	IB Practicum	\$ 3,000.00			\$ 3,000.00
1.10	Reverse Mentoring				\$ -
1.11	Sister Cities Miami		\$ 2,000.00		\$ 2,000.00
1.12	Innovators for the Americas	\$ 16,000.00	\$ 18,000.00		\$ 34,000.00
1.13	Global Business Consulting		\$ 6,000.00		\$ 6,000.00
1.14	International In-Country Internship		\$ 3,000.00		\$ 3,000.00
1.15	Student Development in International Business		\$ 3,000.00		\$ 3,000.00
1.16	SDIB US-Entrepreneurship Drives Competitiveness		\$ 3,000.00		\$ 3,000.00
1.17	Sustainable Global Field Projects		\$ 5,000.00		\$ 5,000.00
1.18	International Case Competition		\$ 4,000.00		\$ 4,000.00
1.19	Enhance Graduate Student Global Network				\$ -
1.20	International Exchange Scholarship for Minorities		\$ 5,000.00		\$ 5,000.00
	Fringe Develop Global Leaders (24.4%)	\$ 8,540.00			\$ 8,540.00
	Total	\$ 43,540.00	\$ 53,000.00	\$ 19,000.00	\$ 115,540.00
2	Strengthen South Florida's IB Community				
2.1	Innovate: Miami-Young Leaders	\$ 2,000.00	\$ 2,000.00	\$ 3,000.00	\$ 7,000.00
2.2	The Nuts and Bolts of IB for Miami Dade College	\$ 6,000.00			\$ 6,000.00
2.3	IB101 for High Schools	\$ 3,000.00			\$ 3,000.00
2.4	IB Institute-Miami			\$ 5,000.00	\$ 5,000.00
2.5	Leadership and Innovation in Services for the Americas Annual Conference	\$ 12,000.00	\$ 8,000.00	\$ 5,500.00	\$ 25,500.00
2.6	Discover Global Markets			\$ 3,000.00	\$ 3,000.00
2.7	Automated Export System Seminar and Workshop				\$ -
2.8	Global Mini-Conference: A Day of Education	\$ 4,800.00			\$ 4,800.00
2.9	Business Opportunities in Africa Workshop				\$ -
2.10	Joint Programs with the Center for Hemispheric Policy			\$ 1,500.00	\$ 1,500.00
2.11	Communication in the 21st Century			\$ 2,000.00	\$ 2,000.00
2.12	Mentoring and Outreach for Minority Serving Institutions			\$ 3,000.00	\$ 3,000.00
2.13	IB Institute for Community College Faculty			\$ 3,000.00	\$ 3,000.00
2.14	San Diego State University District Export Council			\$ 1,000.00	\$ 1,000.00
	Fringe Develop Global Leaders (24.4%)	\$ 6,783.20			\$ 6,783.20
	Total	\$ 34,583.20	\$ 10,000.00	\$ 27,000.00	\$ 71,583.20
3	Promote Highly Talented Scholars				
3.1	Frontiers in IB Research Seminar			\$ 1,500.00	\$ 1,500.00
3.2	Frontiers in IB White Paper Series				\$ -
3.3	IB Faculty Exchanges/Guest Scholars		\$ 5,000.00		\$ 5,000.00
3.4	Faculty Language Development			\$ 3,000.00	\$ 3,000.00
3.5	Interdisciplinary Research Mini-Grants			\$ 35,000.00	\$ 35,000.00
3.6	FDIB-Latin American Pacific Alliance		\$ 10,000.00		\$ 10,000.00
3.7	Co-Sponsor Other CIBER's FDIB		\$ 12,000.00		\$ 12,000.00
3.8	CIBER Business Language Conference		\$ 3,000.00		\$ 3,000.00
	Fringe Develop Global Leaders (24.4%)	\$ -			\$ -
	Total	\$ -	\$ 30,000.00	\$ 39,500.00	\$ 69,500.00
Administrative Support					
	Project Director	\$ -	\$ 8,000.00	\$ 3,000.00	\$ 11,000.00
	Assistant Director	\$ -	\$ 7,000.00	\$ 2,000.00	\$ 9,000.00
	Administrative Assistant	\$ -	\$ 2,500.00	\$ -	\$ 2,500.00
	Student Assistants	\$ -	\$ -	\$ -	\$ -
	TOTAL	\$ -	\$ 17,500.00	\$ 5,000.00	\$ 22,500.00
External Reviewer					
	External Reviewer	\$ 2,500.00	\$ 1,000.00		\$ 3,500.00
	TOTAL	\$ 2,500.00	\$ 1,000.00	\$ -	\$ 3,500.00
	1 - Develop Global Leaders				\$ 115,540.00
	2 - Strengthen South Florida's IB Community				\$ 71,583.20
	3 - Promote Highly Talented Scholars				\$ 69,500.00
	Administrative Support				\$ 22,500.00
	External Reviewer				\$ 3,500.00
	Total Direct				\$ 282,623.20
	Indirect (8%)				\$ 22,609.86
	Grand Total	PR/Award # P220A140018			\$ 305,233.06

Line Item Budget By Program		USDOE - Federal Funds Year 2			
		Personnel	Travel	Other	Total
1	Develop Global Leaders				
1.1	IB Compliance Boot-Camp: Healthcare, Finance and Beyond	\$ 4,000.00			\$ 4,000.00
1.2	Global Speed Networking			\$ 4,000.00	\$ 4,000.00
1.3	Focus On...			\$ 1,500.00	\$ 1,500.00
1.4	Doctoral Seminar: Strategies for Multinationals from/or Operating in Emerging Economies	\$ 10,000.00	\$ 4,000.00	\$ 4,000.00	\$ 18,000.00
1.5	VIP-Teletandem			\$ 3,000.00	\$ 3,000.00
1.6	Less Commonly Taught Language			\$ 3,000.00	\$ 3,000.00
1.7	Business Portuguese Course			\$ 2,500.00	\$ 2,500.00
1.8	Continuous Enhancement of IB Curricula				\$ -
1.9	IB Practicum	\$ 3,000.00			\$ 3,000.00
1.10	Reverse Mentoring				\$ -
1.11	Sister Cities Miami		\$ 1,000.00		\$ 1,000.00
1.12	Innovators for the Americas	\$ 16,000.00	\$ 18,000.00		\$ 34,000.00
1.13	Global Business Consulting	\$ 7,000.00	\$ 3,000.00	\$ 4,000.00	\$ 14,000.00
1.14	International In-Country Internship		\$ 3,000.00		\$ 3,000.00
1.15	Student Development in International Business		\$ 3,000.00		\$ 3,000.00
1.16	SDIB US-Entrepreneurship Drives Competitiveness		\$ 2,000.00		\$ 2,000.00
1.17	Sustainable Global Field Projects		\$ 5,000.00		\$ 5,000.00
1.18	International Case Competition		\$ 4,000.00		\$ 4,000.00
1.19	Enhance Graduate Student Global Network				\$ -
1.20	International Exchange Scholarship for Minorities		\$ 5,000.00		\$ 5,000.00
	Fringe Develop Global Leaders (24.4%)	\$ 9,760.00			\$ 9,760.00
	Total	\$ 49,760.00	\$ 48,000.00	\$ 22,000.00	\$ 119,760.00
2	Strengthen South Florida's IB Community				
2.1	Innovate: Miami-Young Leaders	\$ 2,000.00	\$ 2,000.00	\$ 2,500.00	\$ 6,500.00
2.2	The Nuts and Bolts of IB for Miami Dade College	\$ 6,000.00			\$ 6,000.00
2.3	IB101 for High Schools	\$ 3,000.00			\$ 3,000.00
2.4	IB Institute-Miami	\$ 10,000.00		\$ 5,000.00	\$ 15,000.00
2.5	Leadership and Innovation in Services for the Americas Annual Conference	\$ 12,000.00	\$ 6,000.00	\$ 5,000.00	\$ 23,000.00
2.6	Discover Global Markets			\$ 1,500.00	\$ 1,500.00
2.7	Automated Export System Seminar and Workshop				\$ -
2.8	Global Mini-Conference: A Day of Education	\$ 4,800.00			\$ 4,800.00
2.9	Business Opportunities in Africa Workshop				\$ -
2.10	Joint Programs with the Center for Hemispheric Policy			\$ 1,500.00	\$ 1,500.00
2.11	Communication in the 21st Century			\$ 1,500.00	\$ 1,500.00
2.12	Mentoring and Outreach for Minority Serving Institutions			\$ 3,000.00	\$ 3,000.00
2.13	IB Institute for Community College Faculty				\$ -
2.14	San Diego State University District Export Council			\$ 1,000.00	\$ 1,000.00
	Fringe Develop Global Leaders (24.4%)	\$ 9,223.20			\$ 9,223.20
	Total	\$ 47,023.20	\$ 8,000.00	\$ 21,000.00	\$ 76,023.20
3	Promote Highly Talented Scholars				
3.1	Frontiers in IB Research Seminar			\$ 1,500.00	\$ 1,500.00
3.2	Frontiers in IB White Paper Series				\$ -
3.3	IB Faculty Exchanges/Guest Scholars		\$ 3,000.00		\$ 3,000.00
3.4	Faculty Language Development			\$ 3,000.00	\$ 3,000.00
3.5	Interdisciplinary Research Mini-Grants			\$ 25,000.00	\$ 25,000.00
3.6	FDIB-Latin American Pacific Alliance		\$ 20,000.00		\$ 20,000.00
3.7	Co-Sponsor Other CIBER's FDIB		\$ 12,000.00		\$ 12,000.00
3.8	CIBER Business Language Conference		\$ 3,000.00		\$ 3,000.00
	Fringe Develop Global Leaders (24.4%)	\$ -			\$ -
	Total	\$ -	\$ 38,000.00	\$ 29,500.00	\$ 67,500.00
Administrative Support					
	Project Director	\$ -	\$ 7,000.00	\$ 1,500.00	\$ 8,500.00
	Assistant Director	\$ -	\$ 5,000.00	\$ 1,000.00	\$ 6,000.00
	Administrative Assistant	\$ -	\$ 1,000.00	\$ -	\$ 1,000.00
	Student Assistants	\$ -	\$ -	\$ -	\$ -
	TOTAL	\$ -	\$ 13,000.00	\$ 2,500.00	\$ 15,500.00
External Reviewer					
	External Reviewer	\$ 2,500.00	\$ 1,000.00		\$ 3,500.00
	TOTAL	\$ 2,500.00	\$ 1,000.00	\$ -	\$ 3,500.00
	1 - Develop Global Leaders				\$ 119,760.00
	2 - Strengthen South Florida's IB Community				\$ 76,023.20
	3 - Promote Highly Talented Scholars				\$ 67,500.00
	Administrative Support				\$ 15,500.00
	External Reviewer				\$ 3,500.00
	Total Direct				\$ 282,283.20
	Indirect (8%)				\$ 22,582.66
	Grand Total	PR/Award # P220A140018			\$ 304,865.86

Line Item Budget By Program		USDOE - Federal Funds Year 3			
		Personnel	Travel	Other	Total
1	Develop Global Leaders				
1.1	IB Compliance Boot-Camp: Healthcare, Finance and Beyond	\$ 4,000.00			\$ 4,000.00
1.2	Global Speed Networking			\$ 4,000.00	\$ 4,000.00
1.3	Focus On...			\$ 1,500.00	\$ 1,500.00
1.4	Doctoral Seminar: Strategies for Multinationals from/or Operating in Emerging Economies	\$ 8,000.00	\$ 4,000.00	\$ 4,000.00	\$ 16,000.00
1.5	VIP-Teletandem			\$ 3,000.00	\$ 3,000.00
1.6	Less Commonly Taught Language			\$ 3,000.00	\$ 3,000.00
1.7	Business Portuguese Course			\$ 2,500.00	\$ 2,500.00
1.8	Continuous Enhancement of IB Curricula				\$ -
1.9	IB Practicum	\$ 3,000.00			\$ 3,000.00
1.10	Reverse Mentoring				\$ -
1.11	Sister Cities Miami		\$ 1,000.00		\$ 1,000.00
1.12	Innovators for the Americas	\$ 16,000.00	\$ 18,000.00		\$ 34,000.00
1.13	Global Business Consulting	\$ 7,000.00	\$ 3,000.00	\$ 4,000.00	\$ 14,000.00
1.14	International In-Country Internship		\$ 3,000.00		\$ 3,000.00
1.15	Student Development in International Business		\$ 3,000.00		\$ 3,000.00
1.16	SDIB US-Entrepreneurship Drives Competitiveness		\$ 2,000.00		\$ 2,000.00
1.17	Sustainable Global Field Projects		\$ 5,000.00		\$ 5,000.00
1.18	International Case Competition		\$ 4,000.00		\$ 4,000.00
1.19	Enhance Graduate Student Global Network				\$ -
1.20	International Exchange Scholarship for Minorities		\$ 5,000.00		\$ 5,000.00
	Fringe Develop Global Leaders (24.4%)	\$ 9,272.00			\$ 9,272.00
	Total	\$ 47,272.00	\$ 48,000.00	\$ 22,000.00	\$ 117,272.00
2	Strengthen South Florida's IB Community				
2.1	Innovate: Miami-Young Leaders	\$ 2,000.00	\$ 2,000.00	\$ 2,500.00	\$ 6,500.00
2.2	The Nuts and Bolts of IB for Miami Dade College	\$ 6,000.00			\$ 6,000.00
2.3	IB101 for High Schools	\$ 3,000.00			\$ 3,000.00
2.4	IB Institute-Miami	\$ 10,000.00		\$ 5,000.00	\$ 15,000.00
2.5	Leadership and Innovation in Services for the Americas Annual Conference	\$ 12,000.00	\$ 6,000.00	\$ 5,000.00	\$ 23,000.00
2.6	Discover Global Markets				\$ -
2.7	Automated Export System Seminar and Workshop				\$ -
2.8	Global Mini-Conference: A Day of Education	\$ 4,800.00			\$ 4,800.00
2.9	Business Opportunities in Africa Workshop			\$ 5,000.00	\$ 5,000.00
2.10	Joint Programs with the Center for Hemispheric Policy			\$ 1,500.00	\$ 1,500.00
2.11	Communication in the 21st Century			\$ 1,000.00	\$ 1,000.00
2.12	Mentoring and Outreach for Minority Serving Institutions			\$ 3,000.00	\$ 3,000.00
2.13	IB Institute for Community College Faculty			\$ 3,000.00	\$ 3,000.00
2.14	San Diego State University District Export Council			\$ 1,000.00	\$ 1,000.00
	Fringe Develop Global Leaders (24.4%)	\$ 9,223.20			\$ 9,223.20
	Total	\$ 47,023.20	\$ 8,000.00	\$ 27,000.00	\$ 82,023.20
3	Promote Highly Talented Scholars				
3.1	Frontiers in IB Research Seminar			\$ 1,500.00	\$ 1,500.00
3.2	Frontiers in IB White Paper Series				\$ -
3.3	IB Faculty Exchanges/Guest Scholars		\$ 3,000.00		\$ 3,000.00
3.4	Faculty Language Development			\$ 3,000.00	\$ 3,000.00
3.5	Interdisciplinary Research Mini-Grants			\$ 25,000.00	\$ 25,000.00
3.6	FDIB-Latin American Pacific Alliance		\$ 20,000.00		\$ 20,000.00
3.7	Co-Sponsor Other CIBER's FDIB		\$ 12,000.00		\$ 12,000.00
3.8	CIBER Business Language Conference		\$ 3,000.00		\$ 3,000.00
	Fringe Develop Global Leaders (24.4%)	\$ -			\$ -
	Total	\$ -	\$ 38,000.00	\$ 29,500.00	\$ 67,500.00
Administrative Support					
	Project Director	\$ -	\$ 5,000.00	\$ 1,000.00	\$ 6,000.00
	Assistant Director	\$ -	\$ 4,500.00	\$ 1,000.00	\$ 5,500.00
	Administrative Assistant	\$ -	\$ 1,000.00		\$ 1,000.00
	Student Assistants	\$ -	\$ -	\$ -	\$ -
	TOTAL	\$ -	\$ 10,500.00	\$ 2,000.00	\$ 12,500.00
External Reviewer					
	External Reviewer	\$ 2,500.00	\$ 1,000.00		\$ 3,500.00
	TOTAL	\$ 2,500.00	\$ 1,000.00	\$ -	\$ 3,500.00
	1 - Develop Global Leaders				\$ 117,272.00
	2 - Strengthen South Florida's IB Community				\$ 82,023.20
	3 - Promote Highly Talented Scholars				\$ 67,500.00
	Administrative Support				\$ 12,500.00
	External Reviewer				\$ 3,500.00
	Total Direct				\$ 282,795.20
	Indirect (8%)				\$ 22,623.62
	Grand Total	PR/Award # P220A140018			\$ 305,418.82

Line Item Budget By Program		USDOE - Federal Funds Year 4			
		Personnel	Travel	Other	Total
1	Develop Global Leaders				
1.1	IB Compliance Boot-Camp: Healthcare, Finance and Beyond	\$ 4,000.00			\$ 4,000.00
1.2	Global Speed Networking			\$ 4,000.00	\$ 4,000.00
1.3	Focus On...			\$ 1,500.00	\$ 1,500.00
1.4	Doctoral Seminar: Strategies for Multinationals from/or Operating in Emerging Economies	\$ 8,000.00	\$ 4,000.00	\$ 4,000.00	\$ 16,000.00
1.5	VIP-Teletandem			\$ 3,000.00	\$ 3,000.00
1.6	Less Commonly Taught Language			\$ 3,000.00	\$ 3,000.00
1.7	Business Portuguese Course			\$ 2,500.00	\$ 2,500.00
1.8	Continuous Enhancement of IB Curricula				\$ -
1.9	IB Practicum	\$ 3,000.00			\$ 3,000.00
1.10	Reverse Mentoring				\$ -
1.11	Sister Cities Miami		\$ 1,000.00		\$ 1,000.00
1.12	Innovators for the Americas	\$ 16,000.00	\$ 18,000.00		\$ 34,000.00
1.13	Global Business Consulting	\$ 7,000.00	\$ 3,000.00	\$ 4,000.00	\$ 14,000.00
1.14	International In-Country Internship		\$ 3,000.00		\$ 3,000.00
1.15	Student Development in International Business		\$ 3,000.00		\$ 3,000.00
1.16	SDIB US-Entrepreneurship Drives Competitiveness		\$ 2,000.00		\$ 2,000.00
1.17	Sustainable Global Field Projects		\$ 5,000.00		\$ 5,000.00
1.18	International Case Competition		\$ 4,000.00		\$ 4,000.00
1.19	Enhance Graduate Student Global Network				\$ -
1.20	International Exchange Scholarship for Minorities		\$ 5,000.00		\$ 5,000.00
	Fringe Develop Global Leaders (24.4%)	\$ 9,272.00			\$ 9,272.00
	Total	\$ 47,272.00	\$ 48,000.00	\$ 22,000.00	\$ 117,272.00
2	Strengthen South Florida's IB Community				
2.1	Innovate: Miami-Young Leaders	\$ 2,000.00	\$ 2,000.00	\$ 2,500.00	\$ 6,500.00
2.2	The Nuts and Bolts of IB for Miami Dade College	\$ 6,000.00			\$ 6,000.00
2.3	IB101 for High Schools	\$ 3,000.00			\$ 3,000.00
2.4	IB Institute-Miami	\$ 10,000.00		\$ 5,000.00	\$ 15,000.00
2.5	Leadership and Innovation in Services for the Americas Annual Conference	\$ 12,000.00	\$ 6,000.00	\$ 5,000.00	\$ 23,000.00
2.6	Discover Global Markets				\$ -
2.7	Automated Export System Seminar and Workshop				\$ -
2.8	Global Mini-Conference: A Day of Education	\$ 4,800.00			\$ 4,800.00
2.9	Business Opportunities in Africa Workshop			\$ 5,000.00	\$ 5,000.00
2.10	Joint Programs with the Center for Hemispheric Policy			\$ 1,500.00	\$ 1,500.00
2.11	Communication in the 21st Century			\$ 1,000.00	\$ 1,000.00
2.12	Mentoring and Outreach for Minority Serving Institutions			\$ 3,000.00	\$ 3,000.00
2.13	IB Institute for Community College Faculty				\$ -
2.14	San Diego State University District Export Council			\$ 1,000.00	\$ 1,000.00
	Fringe Develop Global Leaders (24.4%)	\$ 9,223.20			\$ 9,223.20
	Total	\$ 47,023.20	\$ 8,000.00	\$ 24,000.00	\$ 79,023.20
3	Promote Highly Talented Scholars				
3.1	Frontiers in IB Research Seminar			\$ 1,500.00	\$ 1,500.00
3.2	Frontiers in IB White Paper Series				\$ -
3.3	IB Faculty Exchanges/Guest Scholars		\$ 3,000.00		\$ 3,000.00
3.4	Faculty Language Development			\$ 3,000.00	\$ 3,000.00
3.5	Interdisciplinary Research Mini-Grants			\$ 25,000.00	\$ 25,000.00
3.6	FDIB-Latin American Pacific Alliance		\$ 20,000.00		\$ 20,000.00
3.7	Co-Sponsor Other CIBER's FDIB		\$ 12,000.00		\$ 12,000.00
3.8	CIBER Business Language Conference		\$ 3,000.00		\$ 3,000.00
	Fringe Develop Global Leaders (24.4%)	\$ -			\$ -
	Total	\$ -	\$ 38,000.00	\$ 29,500.00	\$ 67,500.00
Administrative Support					
	Project Director	\$ -	\$ 6,000.00	\$ 1,500.00	\$ 7,500.00
	Assistant Director	\$ -	\$ 5,000.00	\$ 1,500.00	\$ 6,500.00
	Administrative Assistant	\$ -	\$ 1,500.00	\$ -	\$ 1,500.00
	Student Assistants	\$ -	\$ -	\$ -	\$ -
	TOTAL	\$ -	\$ 12,500.00	\$ 3,000.00	\$ 15,500.00
External Reviewer					
	External Reviewer	\$ 2,500.00	\$ 1,000.00		\$ 3,500.00
	TOTAL	\$ 2,500.00	\$ 1,000.00	\$ -	\$ 3,500.00
	1 - Develop Global Leaders				\$ 117,272.00
	2 - Strengthen South Florida's IB Community				\$ 79,023.20
	3 - Promote Highly Talented Scholars				\$ 67,500.00
	Administrative Support				\$ 15,500.00
	External Reviewer				\$ 3,500.00
	Total Direct				\$ 282,795.20
	Indirect (8%)				\$ 22,623.62
	Grand Total	PR/Award # P220A140018			\$ 305,418.82

Budget Justification -Year 1: Federal Funds

1. Personnel – Total: \$65,300.00

Administrative Support - Paid 100% by the School of Business Administration - \$0.00

-Program Director (PD) currently oversees the project and will devote 50% of their time supervising staff, overseeing the successful outcome of projects, and spearheading several individual projects. The PD is fully responsible for all projects.

-Assistant Director (AD) will spend 100% of their time providing direct service to all programs and participants. The AD will serve as the liaison between UM CIBER and other entities throughout the University and the CIBER community. Responsible for successful account keeping, annual reports to the DOE, among others.

-Administrative Assistant is a fulltime assistant which will provides support to the AD and PD. Responsibilities include event management, budget reconciliation, reporting, and other duties as assigned.

Program Support - \$62,800

Payments made to individual faculty members who will serve as instructors, lectures, advisors, mentors and guest speakers for individual programs (as described in the Narrative).

Other - \$2,500

External Reviewer (no CFB) will evaluate all program success, including surveys, and provide input and recommendations for improvement.

2. Fringe Benefits – Total: \$15,323.20

CFB will be paid for all Program Support based at a rate of 24.4%: $\$62,800 \times .244 = \$15,323.20$

Total Project Personnel: $\$65,300$ (personnel) + $\$15,323.20$ (fringe benefits) = $\$80,623.20$

3. Travel – Total: \$111,500.00

PD and AD are expected to attend annual Director's meetings. Travel will be required to carry out the objective of several programs including meeting with partner institutions abroad to build collaborations for the consulting projects.

External reviewer will receive a travel stipend to attend the annual IAC meeting.

Students will receive travel awards to participate in experiential learning opportunities, including SDIB, consulting projects, conferences, etc.

4. Equipment Purchases – Total: \$0.00

There will not be any equipment purchased with federal funds.

5. Supplies – Total \$0.00

Supplies will not be purchased with federal funds.

6. Contractual – Total: \$0.00

No contracts.

7. Construction – Total: \$0.00

No construction.

8. Other – Total: \$90,500.00

Other costs include conference planning (fees, meals, etc.), competitive awards, co-sponsorship of other's programs (including other CIBER's), data needed for research, and other miscellaneous costs needed to support programs for students, community, and faculty.

9. Total Direct Cost – Total: \$282,623.20

\$65,300 (personnel) + \$15,323.20 (fringe benefits) + \$111,500 (travel) + \$90,500 (other) = \$282,623.20 (direct costs)

10. Indirect Cost (8%) – Total: \$22,609.86

UM will comply with the DOE's required 8% IDC rate:

\$282,623.20 (direct costs) x 0.08 (indirect cost rate) = \$22,609 (indirect costs)

11. Training Stipends – Total: \$0.00

No training stipends.

12. Total Costs Year 1 – \$305,233.06

\$65,300 (personnel) + \$15,323.20 (fringe benefits) + \$111,500 (travel) + \$90,500 (other) = \$282,623.20 (direct costs)

\$282,623.20 (direct costs) x 0.08 (indirect cost rate) = \$22,609 (indirect costs)

\$282,623.20 (direct costs) + \$22,609 (indirect costs) = \$305,233.06

UM CIBER Line Item Budget

Year 1 (2014-2015)

US DOE

NON-Federal

Item**Personnel****Administrative Support:**

Project Director (2 summer months)		\$ 33,924.00
Associate Director		\$ 47,840.00
Administrative Assistant		\$ 29,232.00

Program Support:

(1.1) Instructor: Compliance Bootcamp	\$ 4,000.00	
(1.4) Lecturers: Doctoral Seminar	\$ 12,000.00	
(1.9) Advisors: IB Practicum	\$ 3,000.00	
(1.12) Faculty Mentors: Innovators for the Americas	\$ 16,000.00	
(2.1) Faculty Mentors: Innovate: Miami	\$ 2,000.00	
(2.2) Guest Speakers: Nuts and Bolts MDC	\$ 6,000.00	
(2.3) Guest Speakers: IB101 High Schools	\$ 3,000.00	
(2.5) Keynote Speaker: Annual Conference	\$ 12,000.00	
(2.8) Guest Speakers: Global Mini Conference	\$ 4,800.00	

Other SBA Faculty Contribution (Time/Effort)

Faculty/ Staff (Time/Effort)	\$ 62,800.00	\$ 85,829.00
Student Assistant		\$ 5,000.00

Other UM Schools Faculty Contribution (Time/Effort)		\$ 22,514.00
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Other

External Reviewer (w/o CFB)	\$ 2,500.00	
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1. TOTAL PERSONNEL	\$ 65,300.00	\$ 224,339.00
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Fringe Benefits

Faculty (24.4%)	\$ 15,323.20	\$ 32,104.00
Staff (39.5%)		\$ 34,959.00

2. TOTAL FRINGE BENEFITS	\$ 15,323.20	\$ 67,063.00
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TOTAL SALARIES (1+2)	\$ 80,623.20	\$ 291,402.00
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3. Travel

CIBER meetings, annual conferences, FDIB programs, guest speakers to academic conferences, etc.	\$ 111,500.00	\$ 5,000.00
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4. Equipment		
Desk, computers, phones, etc.)	\$ -	\$ 3,000.00
5. Supplies	\$ -	\$ 2,000.00
6. Contractual	\$ -	\$ -
7. Construction	\$ -	\$ -
8. Other	\$ 90,500.00	\$ 4,500.00
9. TOTAL DIRECT COST	\$ 282,623.20	\$ 305,902.00
10. Indirect Cost (8%)	\$ 22,609.86	\$ -
11. Training Stipends	\$ -	\$ -
12. TOTAL COSTS YEAR 1	\$ 305,233.06	\$ 305,902.00

See Appendix 7 for Budget Narrative/Notes including logic, individuals/groups considered, and assumptions embedded in these figures

NOTE: There are no US DOE cost entries for (5) Supplies, (6) Contractual, (7) Construction, (11) Training Stipends

UM CIBER Line Item Budget

Year 2 (2015-2016)

US DOE

NON-Federal

Item**Personnel****Administrative Support:**

Project Director (2 summer months)		\$ 34,942.00
Associate Director		\$ 49,280.00
Administrative Assistant		\$ 30,104.00

Program Support:

(1.1) Instructor: Compliance Bootcamp	\$ 4,000.00	
(1.4) Lecturers: Doctoral Seminar	\$ 10,000.00	
(1.9) Advisors: IB Practicum	\$ 3,000.00	
(1.12) Faculty Mentors: Innovators for the Americas	\$ 16,000.00	
(1.13) Global Business Consulting	\$ 7,000.00	
(2.1) Faculty Mentors: Innovate: Miami	\$ 2,000.00	
(2.2) Guest Speakers: Nuts and Bolts MDC	\$ 6,000.00	
(2.3) Guest Speakers: IB101 High Schools	\$ 3,000.00	
(2.4) IB Institute - Miami	\$ 10,000.00	
(2.5) Keynote Speaker: Annual Conference	\$ 12,000.00	
(2.8) Guest Speakers: Global Mini Conference	\$ 4,800.00	
Other SBA Faculty Contribution (Time/Effort)		
Faculty/ Staff (Time/Effort)	\$ 77,800.00	\$ 78,350.00
Student Assistant		\$ 5,000.00
Other UM Schools Faculty Contribution (Time/Effort)		\$ 27,728.00
Other		
External Reviewer (w/o CFB)	\$ 2,500.00	

1. TOTAL PERSONNEL	\$ 80,300.00	\$ 225,404.00
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Fringe Benefits

Faculty (24.9%)	\$ 18,983.20	\$ 32,374.00
Staff (40.0%)		\$ 36,461.00

2. TOTAL FRINGE BENEFITS	\$ 18,983.20	\$ 68,835.00
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TOTAL SALARIES (1+2)	\$ 99,283.20	\$ 294,239.00
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3. Travel

CIBER meetings, annual conferences, FDIB programs, guest speakers to academic conferences, etc.	\$ 108,000.00	\$ 5,000.00
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4. Equipment		
Desk, computers, phones, etc.)	\$ -	\$ 1,500.00
5. Supplies	\$ -	\$ 1,500.00
6. Contractual	\$ -	\$ -
7. Construction	\$ -	\$ -
8. Other	\$ 75,000.00	\$ 4,500.00
9. TOTAL DIRECT COST	\$ 282,283.20	\$ 306,739.00
10. Indirect Cost (8%)	\$ 22,582.66	\$ -
11. Training Stipends	\$ -	\$ -
12. TOTAL COSTS YEAR 2	\$ 304,865.86	\$ 306,739.00

See Appendix 7 for Budget Narrative/Notes including logic, individuals/groups considered, and assumptions embedded in these figures

NOTE: There are no US DOE cost entries for (5) Supplies, (6) Contractual, (7) Construction, (11) Training Stipends

UM CIBER Line Item Budget

Year 3 (2016-2017)

US DOE

NON-Federal

Item**Personnel****Administrative Support:**

Project Director (2 summer months) \$ 35,990.00

Associate Director \$ 50,756.00

Administrative Assistant \$ 31,004.00

Program Support:

(1.1) Instructor: Compliance Bootcamp \$ 4,000.00

(1.4) Lecturers: Doctoral Seminar \$ 8,000.00

(1.9) Advisors: IB Practicum \$ 3,000.00

(1.12) Faculty Mentors: Innovators for the Americas \$ 16,000.00

(1.13) Global Business Consulting \$ 7,000.00

(2.1) Faculty Mentors: Innovate: Miami \$ 2,000.00

(2.2) Guest Speakers: Nuts and Bolts MDC \$ 6,000.00

(2.3) Guest Speakers: IB101 High Schools \$ 3,000.00

(2.4) IB Institute - Miami \$ 10,000.00

(2.5) Keynote Speaker: Annual Conference \$ 12,000.00

(2.8) Guest Speakers: Global Mini Conference \$ 4,800.00

Other SBA Faculty Contribution (Time/Effort)

Faculty/ Staff (Time/Effort) \$ 75,800.00 \$ 68,082.00

Student Assistant \$ 3,000.00

Other UM Schools Faculty Contribution (Time/Effort) \$ 36,914.00**Other**

External Reviewer (w/o CFB) \$ 2,500.00

1. TOTAL PERSONNEL \$ 78,300.00 \$ 225,746.00**Fringe Benefits**

Faculty (25.40%) \$ 18,495.20 \$ 32,926.00

Staff (40.5%) \$ 38,019.00

2. TOTAL FRINGE BENEFITS \$ 18,495.20 \$ 70,945.00**TOTAL SALARIES (1+2)** \$ 96,795.20 \$ 296,691.00**3. Travel**

CIBER meetings, annual conferences, FDIB

programs, guest speakers to academic

conferences, etc. \$ 105,500.00 \$ 5,000.00

4. Equipment		
Desk, computers, phones, etc)	\$ -	\$ 1,500.00
5. Supplies	\$ -	\$ 1,500.00
6. Contractual	\$ -	\$ -
7. Construction	\$ -	\$ -
8. Other	\$ 80,500.00	\$ 3,000.00
9. TOTAL DIRECT COST	\$ 282,795.20	\$ 307,691.00
10. Indirect Cost (8%)	\$ 22,623.62	\$ -
11. Training Stipends	\$ -	\$ -
12. TOTAL COSTS YEAR 3	\$ 305,418.82	\$ 307,691.00

See Appendix 7 for Budget Narrative/Notes including logic, individuals/groups considered, and assumptions embedded in these figures

NOTE: There are no US DOE cost entries for (5) Supplies, (6) Contractual, (7) Construction, (11) Training Stipends

UM CIBER Line Item Budget

Year 4 (2017-2018)

US DOE

NON-Federal

Item**Personnel****Administrative Support:**

Project Director (2 summer months) \$ 37,070.00

Associate Director \$ 52,276.00

Administrative Assistant \$ 31,936.00

Program Support:

(1.1) Instructor: Compliance Bootcamp \$ 4,000.00

(1.4) Lecturers: Doctoral Seminar \$ 8,000.00

(1.9) Advisors: IB Practicum \$ 3,000.00

(1.12) Faculty Mentors: Innovators for the Americas \$ 16,000.00

(1.13) Global Business Consulting \$ 7,000.00

(2.1) Faculty Mentors: Innovate: Miami \$ 2,000.00

(2.2) Guest Speakers: Nuts and Bolts MDC \$ 6,000.00

(2.3) Guest Speakers: IB101 High Schools \$ 3,000.00

(2.4) IB Institute - Miami \$ 10,000.00

(2.5) Keynote Speaker: Annual Conference \$ 12,000.00

(2.8) Guest Speakers: Global Mini Conference \$ 4,800.00

Other SBA Faculty Contribution (Time/Effort)

Faculty/ Staff (Time/Effort) \$ 75,800.00 \$ 70,529.00

Student Assistant \$ 3,000.00

Other UM Schools Faculty Contribution (Time/Effort) \$ 29,415.00**Other**

External Reviewer (w/o CFB) \$ 2,500.00

1. TOTAL PERSONNEL \$ 78,300.00 \$ 224,226.00**Fringe Benefits**

Faculty (25.9%) \$ 18,495.20 \$ 32,449.00

Staff (41%) \$ 39,642.00

2. TOTAL FRINGE BENEFITS \$ 18,495.20 \$ 72,091.00**TOTAL SALARIES (1+2)** \$ 96,795.20 \$ 296,317.00**3. Travel**

CIBER meetings, annual conferences, FDIB

programs, guest speakers to academic

conferences, etc. \$ 107,500.00 \$ 5,000.00

4. Equipment		
Desk, computers, phones, etc.)	\$ -	\$ -
5. Supplies	\$ -	\$ 1,500.00
6. Contractual	\$ -	\$ -
7. Construction	\$ -	\$ -
8. Other	\$ 78,500.00	\$ 3,000.00
9. TOTAL DIRECT COST	\$ 282,795.20	\$ 305,817.00
10. Indirect Cost (8%)	\$ 22,623.62	\$ -
11. Training Stipends	\$ -	\$ -
12. TOTAL COSTS YEAR 4	\$ 305,418.82	\$ 305,817.00

See Appendix 7 for Budget Narrative/Notes including logic, individuals/groups considered, and assumptions embedded in these figures

NOTE: There are no US DOE cost entries for (5) Supplies, (6) Contractual, (7) Construction, (11) Training Stipends

UM CIBER Line Item Budget

TOTAL 2014- 2018

US DOE

NON-Federal

Item**Personnel****Administrative Support:**

Project Director (2 summer months)		\$ 141,926.00
Associate Director		\$ 200,152.00
Administrative Assistant		\$ 122,276.00

Program Support:

(1.1) Instructor: Compliance Bootcamp	\$ 16,000.00	
(1.4) Lecturers: Doctoral Seminar	\$ 38,000.00	
(1.9) Advisors: IB Practicum	\$ 12,000.00	
(1.12) Faculty Mentors: Innovators for the Americas	\$ 64,000.00	
(1.13) Global Business Consulting	\$ 21,000.00	
(2.1) Faculty Mentors: Innovate: Miami	\$ 8,000.00	
(2.2) Guest Speakers: Nuts and Bolts MDC	\$ 24,000.00	
(2.3) Guest Speakers: IB101 High Schools	\$ 12,000.00	
(2.4) IB Institute - Miami	\$ 30,000.00	
(2.5) Keynote Speaker: Annual Conference	\$ 48,000.00	
(2.8) Guest Speakers: Global Mini Conference	\$ 19,200.00	
Other SBA Faculty Contribution (Time/Effort)		
Faculty/ Staff (Time/Effort)	\$ 292,200.00	\$ 302,790.00
Student Assistant		\$ 16,000.00
Other UM Schools Faculty Contribution (Time/Effort)		\$ 116,571.00
Other		
External Reviewer (w/o CFB)	\$ 10,000.00	

1. TOTAL PERSONNEL	\$ 302,200.00	\$ 899,715.00
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Fringe Benefits

Faculty	\$ 71,296.80	\$ 129,853.00
Staff		\$ 149,081.00

2. TOTAL FRINGE BENEFITS	\$ 71,296.80	\$ 278,934.00
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TOTAL SALARIES (1+2)	\$ 373,496.80	\$ 1,178,649.00
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3. Travel

CIBER meetings, annual conferences, FDIB programs, guest speakers to academic conferences, etc.

\$ 432,500.00	\$ 20,000.00
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4. Equipment		
Desk, computers, phones, etc.)	\$ -	\$ 6,000.00
5. Supplies	\$ -	\$ 6,500.00
6. Contractual	\$ -	\$ -
7. Construction	\$ -	\$ -
8. Other	\$ 324,500.00	\$ 15,000.00
9. TOTAL DIRECT COST	\$ 1,130,496.80	\$ 1,226,149.00
10. Indirect Cost (8%)	\$ 90,439.74	\$ -
11. Training Stipends	\$ -	\$ -
12. TOTAL COSTS ALL YEARS	\$ 1,220,936.54	\$ 1,226,149.00

See Appendix 7 for Budget Narrative/Notes including logic, individuals/groups considered, and assumptions embedded in these figures

NOTE: There are no US DOE cost entries for (5) Supplies, (6) Contractual, (7) Construction, (11) Training Stipends

Appendix 8: Evaluation Plan

The proposed evaluation plan has seven goals (Narrative, Page 41). **Chart 1** (Narrative, Page 53) presents this project's (evaluation) framework. Its performance (short- and long-term outcomes) will be evaluated using Kirkpatrick's model, per **Appendix 8, Exhibit 1**.

Appendix 8, Exhibit 1: Evaluation of Training/Outreach Programs (per Kirkpatrick's levels)

Level	Evaluation Type	Evaluation Description and Characteristics	Examples of Tools and Methods	Relevance and Practicability
1	Reaction	Feelings	1- Satisfaction surveys 2- Focus group sessions with participants	This will be our most common approach: Easy, quick, not expensive to gather or to analyze
2	Learning	Increase in Knowledge and Expertise	Entry and exit tests, surveys Interviews Contrasts with control groups Observations	Relatively simple to set up Clear cut for quantifiable skills Less easy for complex learning
3	Behavior	Application of Knowledge Gained Back to the Job Implementation of Concepts	Surveys, interviews & observations <u>over time</u> (e.g., 6 months after program ends) Focus: Change and sustainability of change	Requires cooperation and skill of managers where trainees work More difficult to gather relevant data
4	Results	Effects of the Trainee on the Business and the Environment	Measures are already in place via normal management systems and reporting practices	Individually not difficult; unlike for the whole organization Must attribute clear accountability May use control group to compare against

Appendix 8, Exhibit 2: Groups of Programs

For assessment purposes, UM CIBER's 42 programs have been grouped into 6 categories, as a function of their main activity and target audience:

Categories	Activity and Target Audience	UM CIBER Programs
1	Research and knowledge generation of faculty	3.1, 3.2, 3.3, 3.5
2	Education and knowledge sharing to other faculty	2.4, 3.4, 3.6-3.8
3	Outreach to the business and professional community	2.5-2.7, 2.9-2.10
4	Traditional education for UM students	1.3, 1.4, 1.6, 1.7, 2-8, 3-1, 3-2, 3-6 to 3-8
5	Experiential learning for UM students	1.1, 1.2, 1.5, 1.9-1.18
6	Education for MDC and HS educators and students	2.1-2.3, 2.8, 2.12-2.14

Appendix 8, Exhibit 3: Attainment of Objectives
Key Performance Indicators for Each of the 6 Groups

We identified each categories typical performance indicators and data sources (**Appendix 8, Exhibit 3**).

Activity and Target Audience	Performance Indicators	Data Sources
1- Research and Knowledge Generation of Faculty	Number of working papers and publications	<u>Learning:</u> Self-assessments at end of each research project <u>Results:</u> Annual faculty reports and working paper series
2- Education and Knowledge Sharing to Other Faculty	Quality, timeliness, and relevance of dissemination of knowledge through: <ul style="list-style-type: none"> – Quality of information communicated and of discussions – Impact of topics (S-T) – Changes in teaching and research competencies – Unexpected outcomes – Attendance to events patterns – Contributions to UM/profession 	<u>Reaction and Learning:</u> Satisfaction and transfer of learning surveys; interviews and focus groups, post-experience self-assessments <u>Behavior and Results:</u> Case studies of select faculty Regular students' evaluations of teaching performance of select faculty/ courses
3- Outreach to the Business and Professional Community	Quality, timeliness, and relevance of dissemination of knowledge through: <ul style="list-style-type: none"> – Quality of information communicated and of discussions – Unexpected outcomes – Attendance patterns through time 	<u>Reaction and Learning:</u> Satisfaction and transfer of learning surveys; post-experience self-assessment <u>Behavior and Results:</u> Case study of firm (1/service team)
4- Traditional Education for UM Students	Quality, timeliness, and relevance of training sessions through: <ul style="list-style-type: none"> – Quality and value of information disseminated and of discussions – Impact of topics (S-T) – Unexpected outcomes – Registration patterns through time 	<u>Reaction and Learning:</u> Satisfaction and transfer of learning surveys (same used already in courses/programs), faculty assessments of students IB performance, focus groups, self-evaluations <u>Behavior and Results:</u> Post-UM career patterns
5- Experiential Learning for UM Students	Quality, timeliness, and relevance of program <ul style="list-style-type: none"> – Value of quality and impact of experiential-based activities (v. traditional) – Unexpected outcomes – Expected impact of activity upon career 	<u>Reaction and Learning:</u> Satisfaction and transfer of learning surveys (same used already in courses/programs), self-evaluations <u>Behavior and Results:</u> Post-UM career patterns
6- Education for MDC and HS Educators and Students	Impact of sessions on primary audience and their students	<u>Reaction and Learning:</u> Satisfaction and transfer of learning surveys (same used already in courses/programs) <u>Behavior and Results:</u> Student performance in international component of Sunshine test

Evaluation Plan

Our evaluation methods are first described below; following the description of methods and measures, there is a discussion of the relationship of the methods to the objectives of this project. The unique activities in the evaluation's timeline has been depicted in **Appendix 5, Exhibit 4**, and then discussed afterwards. There is some overlap with different methods to assess the same topic; these different methods allow for the possibility of triangulation. Throughout the evaluation process, we will select the least obtrusive and easiest to respond measures and process instruments (using extensively our SharePoint 2013 platform), while trying to minimize efforts from all parties involved (i.e., our customers, suppliers and administration)

Mixed Methods: A mixed methods approach, utilizing both qualitative and quantitative data collection and analysis methods will guide our evaluation. Observations, analyses and recommendations for refinement of the program will allow us to succeed in this proposal's objectives, and to build the capacity to expand into the future. The evaluation will provide timely and regular feedback on program implementation using useful assessment methods in gauging progress and identifying areas of improvement. Multiple data collection methods and sources of information will allow for the triangulation of data to clarify meaning and verify the themes through the repeatability of an observation or interpretation across data sources. Quantitative data (e.g., satisfaction and transfer of learning levels from surveys) will be automatically compiled through our SharePoint 2013 platform. Both descriptive and inferential statistics will be used. A database with the collected data will be analyzed using coding protocols that we will develop during the first year of our funding cycle.

Reflective Synthesis Feedback Loops: A reflective synthesis feedback loop process (depicted at the in **Chart 1**) will facilitate a continuous improvement model for the successful implementation and expansion of this project. The evaluation team (i.e., the PD, AD, and the external reviewer) will engage periodically with key stakeholders (such as IAC members) in formative research processes oriented to review data and to seek perceptions and concerns from UM CIBER's diverse constituents. After analyzing their findings, the evaluation team will also identify new data sources and other areas/issues that may benefit from additional analyses. With this approach, we will be able to provide a summary outlook of the evaluation findings across data points, at any time. That is to say, engaging in reflective and analytical practices provides multiple opportunities to address problems encountered and to identify and develop coherent responses.

Scorecard: The overarching goal of UM CIBER is to serve as an essential gateway for public and private leaders, citizens, students and faculty throughout the US in order to develop and strengthen their international competencies and relationships, particularly in the service sector, and to create sustainable advantages and new initiatives that will enhance the international competitiveness of the US. Because there is no such thing as a single program model that will meet the needs of all constituents at once, we have embarked on this innovative proposal, comprising 42 programs. Despite the diversity of programs, all contributors share the same inclusive philosophy, values and commitments. Throughout the main text of our proposal, we have identified the nature of each program and in the previous pages, identified the basic approach taken to evaluate performance. The latter includes grouping all programs into six categories and identifying indicators for each performance that we can keep track. There is no

guarantee that we will succeed in all programs despite trying to excel in each one. Thus, we need to have an integrated scorecard to keep track of our project's overall effectiveness. The latter needs to include some indicators of our operational compliance, including how well we are managing budgets, operations (e.g., level of completion and timely submission of all required evidence and reporting documents), and even funding for growth and sustainability (e.g., advancing other initiatives to ensure growth and sustainability beyond the funding cycle of this project). In the end, to conduct our overall self-assessment, we developed a checklist/scorecard that comprises seven factors, each with two-three measurements (**Appendix 8, Exhibit 4**), and each with its respective rating rubric (**Appendix 8, Exhibit 5**). At this stage the scorecard is tentative. It will be refined before it begins being used.

The UM CIBER scorecard provides a systematic approach for the strategic management of our project. It incorporates quantitative and qualitative data points into a single grade that attempts to summarize all aspects of a CIBER. Because this system goes beyond simply recording performance in one project component, it facilitates engagement in a strategic feedback process to show the present status of our project from many perspectives. The diagnostic feedback utilizes a systematic template for us to build program capacity, and serves as a guide for us to improve on a continuous basis.

The UM CIBER scorecard should be considered more of a strategic assessment tool (rather than only an accountability system) that will enable us to recognize our strengths and opportunities for growth, to translate findings into constructive action. It will provide feedback around our research, education and outreach activities, targeted participants, participant outcomes, and operations compliance facilitating the continuous improvement of strategic performance and outcome results.

In our tentative scorecard we can earn up to 100 points. A matrix (**Appendix 8, Exhibit 4**) is used to determine scores in each area culminating in an overall project rating. The actual weights of the different factors will be discussed with members of the IAC before it is adopted. As we refine this tool, it will be shared with other CIBERs in order to get input and eventually adjust it so as to arrive at a more universal scorecard. Eventually, it may result in a valid instrument to assess the effectiveness of all CIBER projects. We used the following criteria to create our report card:

- 1- Research and Knowledge Generation of Faculty
 - % of proposed faculty working on IB projects
 - % of participating faculty completing IB projects
 - % of participating faculty publishing related articles (and where)
- 2- Education and Knowledge Sharing to Other Faculty
 - % participating in programs
 - % application/use of learning of programs attended: value (i.e., Reaction and Learning)
 - Rating from case studies (i.e. Behavioral and Result Measurements)
- 3- Outreach to the Business and Professional Community
 - % participating in programs
 - % satisfaction and transfer of learning of programs attended: value (i.e., Reaction and Learning)

- Rating from case studies (i.e. Behavioral and Result Measurements)
- 4- Traditional Education for UM Students
 - % participating in programs
 - % satisfaction and transfer of learning of programs attended: value (i.e., Reaction and Learning)
 - % post-UM IB careers
- 5- Experiential Learning for UM Students
 - % participating in programs
 - % satisfaction and transfer of learning of programs attended: value (i.e., Reaction and Learning)
 - % post-UM IB careers
- 6- Education for MDC and HS Educators and Students
 - % participating in programs
 - % satisfaction and transfer of learning of program attended: value (i.e., Reaction and Learning)

In addition to the weights of each factor, and their tentative rating criteria, the matrix also includes a grading scale transforming points into grades. Tentative rating criteria are spelled out in **Appendix 8, Exhibit 5**. A crucial element in this scorecard is a realistic definition of the target populations for each program. We have estimated these targets (**Appendix 4, Exhibits 1-7**), however, we will review these figures in greater detail with area and program coordinators before adopting. We expect performance indicators of UM CIBER to improve as we advance in our learning curve and in accomplishing our goals. Thus, we will also keep track of the evolution of our overall score, as well as its components, and we will take corrective actions in those components where our performance is below our expectations.

This evaluation plan also includes an example of the type of questions that we will include in our surveys to gather transfer of learning information (**Appendix 8, Exhibit 6**).

Performance Measure Form (PMF): Appendix 8, Exhibits 7-9 present specific PMFs that we will use to evaluate the extent to which our programs achieve objectives 1-3 of this proposal. These Exhibits identify each of the three Project Goal Statements, Performance Measures, and related Activities. Following DOE instructions we have abstained from including specific information pertaining to data collection/analysis, frequency, data source, baseline, and target.

Appendix 8, Exhibit 4: Scorecard

Factor	Measurement	0	.3	.6	1	Weight	Points		
Research & Knowledge	% of proposed faculty working on IB projects					5			
	% of participating faculty completing IB projects					5			
	% of participating faculty publishing related articles (and where)					5			
Faculty Education	% participating in programs					5			
	% satisfaction and transfer of learning of programs attended: value (i.e., Reaction and Learning)					5			
	Rating from case studies (i.e. Behavioral and Result Measurements)					5			
Outreach to Businesses & Professionals	% participating in programs					5			
	% satisfaction and transfer of learning of programs attended: value (i.e., Reaction and Learning)					5			
	Rating from case studies (i.e. Behavioral and Result Measurements)					5			
Traditional Learning-UM Students	% participating in programs					5			
	% satisfaction and transfer of learning of programs attended: value (i.e., Reaction and Learning)					5			
	% post-UM IB careers					5			
Experiential Learning-UM Students	% participating in programs					5			
	% satisfaction and transfer of learning of programs attended: value (i.e., Reaction and Learning)					5			
	% post-UM IB careers					5			
MDC/HS Faculty and Students	% participating in programs					2.5			
	% satisfaction and transfer of learning of program attended: value (i.e., Reaction and Learning)					2.5			
Operations Compliance	Funding for Sustainability (per rubric)					5			
	Program Management (per rubric)					5			
	Budget Management (per rubric)					5			
Total Points		>90	>80	>70	>60	<60	Total Points	100	
Grade		A	B	C	D	F			

Appendix 8, Exhibit 5: Scorecard Worksheet

Factor	Measurement	Rating Rubric	Points
Research & Knowledge	% of proposed faculty working on IB projects Percentage of targeted faculty working on IB research projects	.3= 60-75% .6= 75-89% 1= 90% or greater	
	% of participating faculty completing IB projects Percentage of targeted faculty completing their IB research projects	.3= 60-75% .6= 75-89% 1= 90% or greater	
	% of participating faculty publishing related articles (and where) Percentage of targeted faculty publishing their IB research projects	.3= 60-75% .6= 75-89% 1= 90% or greater	
Faculty Education	% participating in programs Percentage of targeted faculty participating in IB education programs	.3= 60-75% .6= 75-89% 1= 90% or greater	
	% satisfaction and transfer of learning of programs attended: value (i.e., Reaction and Learning): Ratings of targeted faculty participating in IB education programs	.3= 60-75% .6= 75-89% 1= 90% or greater	
	Rating from case studies (i.e. Behavioral and Result Measurements): (from learning, productivity, publications and dissemination of lessons to diverse audiences)	.3= Acceptable .6= Very good 1= Outstanding	
Outreach to Businesses & Professionals	% participating in programs (Percentage of targeted professionals participating in IB outreach programs)	.3= 60-75% .6= 75-89% 1= 90% or greater	
	% satisfaction and transfer of learning of programs attended: value (i.e., Reaction and Learning) Ratings of targeted professionals participating in IB outreach programs	.3= 60-75% .6= 75-89% 1= 90% or greater	
	Rating from case studies (i.e. Behavioral and Result Measurements) (from developing new skills, and applying concepts and frameworks to their practice)	.3= Acceptable .6= Very good 1= Outstanding	
Traditional Learning-UM Students	% participating in programs (Percentage of targeted UM students participating in traditional IB learning programs)	.3= 60-75% .6= 75-89% 1= 90% or greater	
	% satisfaction and transfer of learning of programs attended: value (i.e., Reaction and Learning) Ratings of targeted UM students participating	.3= 60-75% .6= 75-89% 1= 90% or greater	
	% post-UM IB careers (Ratings of application of IB concepts and frameworks to their practice and professional careers)	.3= 60-75% .6= 75-89% 1= 90% or greater	
Experiential Learning-UM Students	% participating in programs (Percentage of targeted UM students participating in experiential IB learning programs)	.3= 60-75% .6= 75-89% 1= 90% or greater	
	% satisfaction and transfer of learning of programs attended: value (i.e., Reaction and Learning) Ratings of targeted UM students participating	.3= 60-75% .6= 75-89% 1= 90% or greater	
	% post-UM IB careers (Ratings of application of IB concepts and frameworks to their practice and professional careers)	.3= 60-75% .6= 75-89% 1= 90% or greater	
MDC/HS Faculty Students	% participating in programs (Percentage of targeted HS faculty and students participating in IB outreach programs\)	.3= 60-75% .6= 75-89% 1= 90% or greater	
	% satisfaction and transfer of learning of program attended: value (i.e., Reaction and Learning)	.3= 60-75% .6= 75-89% 1= 90% or greater	
Operations Compliance	Funding for Sustainability (per rubric)	1= None 2= 1-2 sources 3= 3/more sources	
	Program Management (per rubric)	1= Major omissions 2= Minor omissions 4= Full compliance	
	Budget Management (per rubric)	1= Major omissions 2= Minor omissions 4= Full compliance	

Appendix 8, Exhibit 6: Example of Transfer of Learning Information Questionnaire

1. How did this program meet your needs? _____

2. Please rate yourself on the following

Capabilities	Poor	Fair	Good	Excellent	N/A
Your understanding of the content and skills presented in this program					
Your ability to actually use the content and skills to implement them in your organization					
Your willingness to motivate others to develop similar skills					

3. How will you share information or insight gained in this program with your colleagues and community?

Please check all that are applicable:

- ☐ By presenting on one or more aspects of the training in a meeting with my colleagues
- ☐ By distributing a brief summary of the program to my colleagues
- ☐ By conducting a similar program at my organization
- ☐ By conducting a similar program at my professional organization
- ☐ By implementing the following strategies in my organization:
 - ☐ XXX
 - ☐ YYY
 - ☐ ZZZ
- ☐ Not ready for any of the above, I would prefer additional training before sharing with my colleagues

4. What additional information / activities would have been helpful for you during our program?

Thank you for your participation

Appendix 8, Exhibit 7: PMF for Proposal's Objective 1

1. Project Goal Statement: Create New International Experiences that Enhance Students Employment Opportunities									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Create and offer international experiential learning programs for UG students	Innovators for the Americas								
	International In-Country Internships								
	Sustainable Global Field Projects								
	IB Compliance Boot-Camp								
	SDIB-US Competitiveness								
Create and offer international experiential learning programs for graduate students	Global Business Consulting								
	SDIB-Asia								
	SDIB-LA								
	Sister Cities Miami								
	Practicum - MAIA								
	Practicum - MIBS								
Create and offer international experiential learning programs for PhD students	Doctoral Seminar								

Appendix 8, Exhibit 8: PMF for Proposal's Objective 2

1. Project Goal Statement: Strengthen Florida's International Business Expertise									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Create and Offer New IB Programs for MDC	Nuts & Bolts								
	IB Institute								
	Global Mini Conference: A Day of Education								
	FDIB: LA PA								
Create and Offer New IB Programs for Practitioners	Leadership and Innovation in Services for the Americas								
	Business Opportunities in Africa								
	Discover Global Markets								
	Automated Export System								
	Joint Programs with CHP								
Create and Offer New IB Programs for High School Students	Innovate Miami								
	IB101								

Appendix 8, Exhibit 9: PMF for Proposal's Objective 3

1. Project Goal Statement: Promote Interdisciplinary Research and Faculty's IB Competencies									
2. Performance Measures	3. Activities	4. Data/ Indicators	5. Frequency	6. Data Source	7. Baseline and Targets				
					BL	T1	T2	T3	T4
Stimulate Interdisciplinary Research	Award Mini Grants								
	Frontiers in IB Research Seminar								
	Frontiers in IB White Papers Series								
	Publications in Refereed Journals								
Enhance Foreign Language Expertise	Foreign Language Course								
Enhance Knowledge of Region	FDIB-LA PA								
	FDIB-Other								
Enhance Knowledge of Industry	Leadership & Innovation Conference								

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Additional Documents:

Acronym List

Appendices:

- Appendix 1- Advisory Council
- Appendix 2: CIBE Assurance Form and Letters of Support
- Appendix 3: Purpose of Authorizing Statute
- Appendix 4: Project Significance and Design
- Appendix 5: Supporting Management Plan
- Appendix 6: Resumes
- Appendix 7: Budget
- Appendix 8: Evaluation

ACRONYM LIST

AACSB	ASSOCIATION TO ADVANCE COLLEGIATE SCHOOLS OF BUSINESS
AD	ASSISTANT DIRECTOR
AES	AUTOMATED EXPORT SYSTEM
AIB	ACADEMY OF INTERNATIONAL BUSINESS
A&S	ARTS & SCIENCES
AUPHA	ASSOCIATION OF UNIVERSITY PROGRAMS IN HEALTH ADMINISTRATION
BALAS	BUSINESS ASSOCIATION OF LATIN AMERICA
BRIC	BRAZIL, RUSSIA, INDIA, CHINA
CAHME	COMMISSION ON ACCREDITATION OF HEALTHCARE MANAGEMENT EDUCATION
CCAS	CUBAN AND CUBAN AMERICAN STUDIES
CHP	CENTER FOR HEMISPHERIC POLICY
CIBER	CENTER FOR INTERNATIONAL BUSINESS EDUCATION & RESEARCH
CLAS	INSTITUTE FOR LATIN AMERICAN STUDIES
CSI	DHL COSTUMER SOLUTIONS INNOVATION
DEC	DISTRICT EXPORT COUNCIL
DEPT	DEPARTMENT
DILS	DIRECTED INDEPENDENT LANGUAGE STUDY
DOC	DEPARTMENT OF COMMERCE
DOE	DEPARTMENT OF EDUCATION
EAC	ECONOMIC ASSISTANCE CENTER
EU	EUROPEAN UNION
FDI	FOREIGN DIRECT INVESTMENT
FDIB	FACULTY DEVELOPMENT IN INTERNATIONAL BUSINESS
FIU	FLORIDA INTERNATIONAL UNIVERSITY
FL	FLORIDA
GBC	GLOBAL BUSINESS CONSULTING
GDP	GROSS DOMESTIC PRODUCT
GPRA	GOVERNMENT PERFORMANCE AND RESULTS ACT
GPRAMA	GOVERNMENT PERFORMANCE AND RESULTS MODERNIZATION ACT
GSU	GEORGIA STATE UNIVERSITY
GW	GEORGE WASHINGTON
HBCU	HISTORICALLY BLACK COLLEGES AND UNIVERSITIES
HS	HIGH SCHOOL
IB	INTERNATIONAL BUSINESS
IBI	INTERNATIONAL BUSINESS INSTITUTE
IFLE	INTERNATIONAL AND FOREIGN LANGUAGE EDUCATION
INFORMS	THE INSTITUTE FOR OPERATIONS RESEARCH AND THE MANAGEMENT SCIENCES
INS	DEPARTMENT OF INTERNATIONAL STUDIES
INT'L	INTERNATIONAL
ISSS	INTERNATIONAL SECURITY STUDIES SECTION
IT	INFORMATION TECHNOLOGY
JIBS	JOURNAL OF INTERNATIONAL BUSINESS STUDIES
LA	LATIN AMERICA
LASA	LATIN AMERICAN STUDIES ASSOCIATION
MAIA	MASTER OF ARTS IN INTERNATIONAL ADMINISTRATION
MDC	MIAMI DADE COLLEGE

MED	SCHOOL OF MEDICINE
MIBS	MASTER OF INTERNATIONAL BUSINESS STUDIES
MLL	DEPARTMENT OF MODERN LANGUAGES
MNC	MULTINATIONAL CORPORATIONS
MOU	MEMORANDUM OF UNDERSTANDING
MSI	MINORITY SERVING INSTITUTION
MSU	MICHIGAN STATE UNIVERSITY
NGO	NON GOVERNMENT ORGANIZATION
NU	NORTHEASTERN UNIVERSITY
OWIT	ORGANIZATION FOR WOMEN IN INTERNATIONAL TRADE
PA	PACIFIC ALLIANCE
PDIB	PROFESSIONAL DEVELOPMENT IN INTERNATIONAL BUSINESS
RFP	REQUEST FOR PROPOSAL
SACS	SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
SBA	SCHOOL OF BUSINESS ADMINISTRATION
SDIB	STUDENT DEVELOPMENT IN INTERNATIONAL BUSINESS
SDSU	SAN DIEGO STATE UNIVERSITY
SOC	SPECIAL OPERATIONS COMMAND
UF	UNIVERSITY OF FLORIDA
UG	UNDERGRADUATE
UM	UNIVERSITY OF MIAMI
UMN	UNIVERISTY OF MINNESOTA
UNESP	UNIVERSIDAD ESTADUAL PAULISTA
US	UNITED STATES
USC	UNIVERSITY OF SOUTH CAROLINA
WWC	WOODROW WILSON CENTER
ZIFF	ZIFF GRADUATE CAREER SERVICES CENTER

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

Line Item Budget By Program					USDOE - Federal Funds Year 1				USDOE - Federal Funds Year 2				USDOE - Federal Funds Year 3				USDOE - Federal Funds Year 4					TOTAL		
					Personnel	Travel	Other	Total	Personnel	Travel	Other	Total	Personnel	Travel	Other	Total	Personnel	Travel	Other	Total				
1	Develop Global Leaders																							
1.1	IB Compliance Boot-Camp: Healthcare, Finance and Beyond				\$	4,000.00			\$	4,000.00			\$	4,000.00			\$	4,000.00		\$	16,000.00			
1.2	Global Speed Networking							\$	5,000.00			\$	4,000.00			\$	4,000.00		\$	4,000.00	\$	17,000.00		
1.3	Focus On...							\$	1,500.00			\$	1,500.00			\$	1,500.00		\$	1,500.00	\$	6,000.00		
1.4	Doctoral Seminar: Strategies for Multinationals from/or Operating in Emerging Economies				\$	12,000.00	\$	4,000.00	\$	4,000.00	\$	20,000.00	\$	10,000.00	\$	4,000.00	\$	4,000.00	\$	16,000.00	\$	70,000.00		
1.5	VIP-Teletandum							\$	3,000.00			\$	3,000.00			\$	3,000.00		\$	3,000.00	\$	12,000.00		
1.6	Less Commonly Taught Language							\$	3,000.00			\$	3,000.00			\$	3,000.00		\$	3,000.00	\$	12,000.00		
1.7	Business Portuguese Course							\$	2,500.00			\$	2,500.00			\$	2,500.00		\$	2,500.00	\$	10,000.00		
1.8	Continuous Enhancement of IB Curricula							\$	-			\$	-			\$	-			\$	-	\$	-	
1.9	IB Practicum				\$	3,000.00				\$	3,000.00			\$	3,000.00			\$	3,000.00		\$	12,000.00		
1.10	Reverse Mentoring							\$	-			\$	-			\$	-			\$	-	\$	-	
1.11	Sister Cities Miami						\$	2,000.00			\$	1,000.00			\$	1,000.00			\$	1,000.00		\$	5,000.00	
1.12	Innovators for the Americas				\$	16,000.00	\$	18,000.00		\$	34,000.00			\$	16,000.00	\$	18,000.00		\$	34,000.00		\$	136,000.00	
1.13	Global Business Consulting						\$	6,000.00			\$	7,000.00	\$	3,000.00	\$	4,000.00	\$	14,000.00	\$	7,000.00	\$	48,000.00		
1.14	International In-Country Internship						\$	3,000.00			\$	3,000.00			\$	3,000.00			\$	3,000.00		\$	12,000.00	
1.15	Student Development in International Business						\$	3,000.00			\$	3,000.00			\$	3,000.00			\$	3,000.00		\$	12,000.00	
1.16	SDIB US-Entrepreneurship Drives Competitiveness						\$	3,000.00			\$	2,000.00			\$	2,000.00			\$	2,000.00		\$	9,000.00	
1.17	Sustainable Global Field Projects						\$	5,000.00			\$	5,000.00			\$	5,000.00			\$	5,000.00		\$	20,000.00	
1.18	International Case Competition						\$	4,000.00			\$	4,000.00			\$	4,000.00			\$	4,000.00		\$	16,000.00	
1.19	Enhance Graduate Student Global Network							\$	-			\$	-			\$	-			\$	-	\$	-	
1.20	International Exchange Scholarship for Minorities						\$	5,000.00			\$	5,000.00			\$	5,000.00			\$	5,000.00		\$	20,000.00	
	Fringe Develop Global Leaders (24.4%)				\$	8,540.00				\$	9,760.00			\$	9,272.00			\$	9,272.00		\$	36,844.00		
	Total				\$	43,540.00	\$	53,000.00	\$	19,000.00	\$	115,540.00	\$	49,760.00	\$	48,000.00	\$	22,000.00	\$	117,272.00	\$	469,844.00		
2	Strengthen South Florida's IB Community																							
2.1	Innovate: Miami-Young Leaders				\$	2,000.00	\$	2,000.00	\$	3,000.00	\$	7,000.00	\$	2,000.00	\$	2,000.00	\$	2,500.00	\$	6,500.00		\$	26,500.00	
2.2	The Nuts and Bolts of IB for Miami Dade College				\$	6,000.00				\$	6,000.00			\$	6,000.00				\$	6,000.00		\$	24,000.00	
2.3	IB101 for High Schools				\$	3,000.00				\$	3,000.00			\$	3,000.00				\$	3,000.00		\$	12,000.00	
2.4	IB Institute-Miami							\$	5,000.00		\$	10,000.00			\$	10,000.00		\$	5,000.00		\$	50,000.00		
2.5	Leadership and Innovation in Services for the Americas Annual Conference				\$	12,000.00	\$	8,000.00	\$	5,500.00	\$	25,500.00	\$	12,000.00	\$	6,000.00	\$	5,000.00	\$	23,000.00		\$	94,500.00	
2.6	Discover Global Markets							\$	3,000.00			\$	3,000.00			\$	-			\$	-	\$	4,500.00	
2.7	Automated Export System Seminar and Workshop							\$	-			\$	-			\$	-			\$	-	\$	-	
2.8	Global Mini-Conference: A Day of Education				\$	4,800.00				\$	4,800.00			\$	4,800.00			\$	4,800.00		\$	19,200.00		
2.9	Business Opportunities in Africa Workshop							\$	-			\$	-			\$	5,000.00		\$	5,000.00		\$	10,000.00	
2.10	Joint Programs with the Center for Hemispheric Policy							\$	1,500.00			\$	1,500.00			\$	1,500.00			\$	1,500.00		\$	6,000.00
2.11	Communication in the 21st Century							\$	2,000.00			\$	2,000.00			\$	1,000.00			\$	1,000.00		\$	5,500.00
2.12	Mentoring and Outreach for Minority Serving Institutions							\$	3,000.00			\$	3,000.00			\$	3,000.00			\$	3,000.00		\$	12,000.00
2.13	IB Institute for Community College Faculty							\$	3,000.00			\$	3,000.00			\$	3,000.00			\$	3,000.00		\$	6,000.00
2.14	San Diego State University District Export Council							\$	1,000.00			\$	1,000.00			\$	1,000.00			\$	1,000.00		\$	4,000.00
	Fringe Develop Global Leaders (24.4%)				\$	6,783.20				\$	9,223.20			\$	9,223.20			\$	9,223.20		\$	34,452.80		
	Total				\$	34,583.20	\$	10,000.00	\$	27,000.00	\$	71,583.20	\$	47,023.20	\$	8,000.00	\$	21,000.00	\$	76,023.20	\$	47,023.20	\$	308,652.80
3	Promote Highly Talented Scholars																							
3.1	Frontiers in IB Research Seminar							\$	1,500.00			\$	1,500.00			\$	1,500.00			\$	1,500.00		\$	6,000.00
3.2	Frontiers in IB White Paper Series							\$	-			\$	-			\$	-			\$	-	\$	-	
3.3	IB Faculty Exchanges/Guest Scholars						\$	5,000.00			\$	5,000.00			\$	3,000.00			\$	3,000.00		\$	14,000.00	
3.4	Faculty Language Development							\$	3,000.00			\$	3,000.00			\$	3,000.00			\$	3,000.00		\$	12,000.00
3.5	Interdisciplinary Research Mini-Grants							\$	35,000.00			\$	35,000.00			\$	25,000.00			\$	25,000.00		\$	110,000.00
3.6	FDIB-Latin American Pacific Alliance						\$	10,000.00			\$	10,000.00			\$	20,000.00			\$	20,000.00		\$	70,000.00	
3.7	Co-Sponsor Other CIBER's FDIB						\$	12,000.00			\$	12,000.00			\$	12,000.00			\$	12,000.00		\$	48,000.00	
3.8	CIBER Business Language Conference						\$	3,000.00			\$	3,000.00			\$	3,000.00			\$	3,000.00		\$	12,000.00	
	Fringe Develop Global Leaders (24.4%)				\$	-				\$	-			\$	-			\$	-		\$	-	\$	-
	Total				\$	-	\$	30,000.00	\$	39,500.00	\$	69,500.00	\$	-	\$	38,000.00	\$	29,500.00	\$	67,500.00	\$	272,000.00		
Administrative Support																								
	Project Director				\$	-	\$	8,000.00	\$	3,000.00	\$	11,000.00	\$	-	\$	7,000.00	\$	1,500.00	\$	7,500.00		\$	33,000.00	
	Assistant Director				\$	-	\$	7,000.00	\$	2,000.00	\$	9,000.00	\$	-	\$	5,000.00	\$	1,500.00	\$	6,500.00		\$	27,000.00	
	Administrative Assistant				\$	-	\$	2,500.00	\$	-	\$	2,500.00	\$	-	\$	1,000.00	\$	-	\$	1,500.00		\$	6,000.00	
	Student Assistants				\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-	\$	-		\$	-	
	TOTAL				\$	-	\$	17,500.00	\$	5,000.00	\$	22,500.00	\$	-	\$	13,000.00	\$	2,500.00	\$	15,500.00	\$	66,000.00		
External Reviewer																								
	External Reviewer				\$	2,500.00	\$	1,000.00		\$	3,500.00	\$	2,500.00	\$	1,000.00		\$	3,500.00	\$	2,500.00	\$	1,000.00	\$	14,000.00
	TOTAL				\$	2,500.00	\$	1,000.00	\$	-	\$	3,500.00	\$	2,500.00	\$	1,000.00	\$	-	\$	3,500.00	\$	2,500.00	\$	14,000.00
1 - Develop Global Leaders											\$	115,540.00									\$	117,272.00	\$	469,844.00
2 - Strengthen South Florida's IB Community											\$	71,583.20									\$	79,023.20	\$	308,652.80
3 - Promote Highly Talented Scholars											\$	69,500.00									\$	67,500.00	\$	272,000.00
Administrative Support											\$	22,500.00									\$	15,500.00	\$	66,000.00
External Reviewer											\$	3,500.00									\$	3,500.00	\$	14,000.00
Total Direct											\$	282,623.20									\$	282,795.20	\$	1,130,496.80
Indirect (8%)											\$	22,609.86									\$	22,623.62	\$	90,439.74
Grand Total											\$	305,233.06	PR/Award # P220A140018								\$	304,865.86	\$	1,220,936.62

Line Item Budget By Program		USDOE - Federal Funds Year 1			
		Personnel	Travel	Other	Total
1	Develop Global Leaders				
1.1	IB Compliance Boot-Camp: Healthcare, Finance and Beyond	\$ 4,000.00			\$ 4,000.00
1.2	Global Speed Networking			\$ 5,000.00	\$ 5,000.00
1.3	Focus On...			\$ 1,500.00	\$ 1,500.00
1.4	Doctoral Seminar: Strategies for Multinationals from/or Operating in Emerging Economies	\$ 12,000.00	\$ 4,000.00	\$ 4,000.00	\$ 20,000.00
1.5	VIP-Teletandem			\$ 3,000.00	\$ 3,000.00
1.6	Less Commonly Taught Language			\$ 3,000.00	\$ 3,000.00
1.7	Business Portuguese Course			\$ 2,500.00	\$ 2,500.00
1.8	Continuous Enhancement of IB Curricula				\$ -
1.9	IB Practicum	\$ 3,000.00			\$ 3,000.00
1.10	Reverse Mentoring				\$ -
1.11	Sister Cities Miami		\$ 2,000.00		\$ 2,000.00
1.12	Innovators for the Americas	\$ 16,000.00	\$ 18,000.00		\$ 34,000.00
1.13	Global Business Consulting		\$ 6,000.00		\$ 6,000.00
1.14	International In-Country Internship		\$ 3,000.00		\$ 3,000.00
1.15	Student Development in International Business		\$ 3,000.00		\$ 3,000.00
1.16	SDIB US-Entrepreneurship Drives Competitiveness		\$ 3,000.00		\$ 3,000.00
1.17	Sustainable Global Field Projects		\$ 5,000.00		\$ 5,000.00
1.18	International Case Competition		\$ 4,000.00		\$ 4,000.00
1.19	Enhance Graduate Student Global Network				\$ -
1.20	International Exchange Scholarship for Minorities		\$ 5,000.00		\$ 5,000.00
	Fringe Develop Global Leaders (24.4%)	\$ 8,540.00			\$ 8,540.00
	Total	\$ 43,540.00	\$ 53,000.00	\$ 19,000.00	\$ 115,540.00
2	Strengthen South Florida's IB Community				
2.1	Innovate: Miami-Young Leaders	\$ 2,000.00	\$ 2,000.00	\$ 3,000.00	\$ 7,000.00
2.2	The Nuts and Bolts of IB for Miami Dade College	\$ 6,000.00			\$ 6,000.00
2.3	IB101 for High Schools	\$ 3,000.00			\$ 3,000.00
2.4	IB Institute-Miami			\$ 5,000.00	\$ 5,000.00
2.5	Leadership and Innovation in Services for the Americas Annual Conference	\$ 12,000.00	\$ 8,000.00	\$ 5,500.00	\$ 25,500.00
2.6	Discover Global Markets			\$ 3,000.00	\$ 3,000.00
2.7	Automated Export System Seminar and Workshop				\$ -
2.8	Global Mini-Conference: A Day of Education	\$ 4,800.00			\$ 4,800.00
2.9	Business Opportunities in Africa Workshop				\$ -
2.10	Joint Programs with the Center for Hemispheric Policy			\$ 1,500.00	\$ 1,500.00
2.11	Communication in the 21st Century			\$ 2,000.00	\$ 2,000.00
2.12	Mentoring and Outreach for Minority Serving Institutions			\$ 3,000.00	\$ 3,000.00
2.13	IB Institute for Community College Faculty			\$ 3,000.00	\$ 3,000.00
2.14	San Diego State University District Export Council			\$ 1,000.00	\$ 1,000.00
	Fringe Develop Global Leaders (24.4%)	\$ 6,783.20			\$ 6,783.20
	Total	\$ 34,583.20	\$ 10,000.00	\$ 27,000.00	\$ 71,583.20
3	Promote Highly Talented Scholars				
3.1	Frontiers in IB Research Seminar			\$ 1,500.00	\$ 1,500.00
3.2	Frontiers in IB White Paper Series				\$ -
3.3	IB Faculty Exchanges/Guest Scholars		\$ 5,000.00		\$ 5,000.00
3.4	Faculty Language Development			\$ 3,000.00	\$ 3,000.00
3.5	Interdisciplinary Research Mini-Grants			\$ 35,000.00	\$ 35,000.00
3.6	FDIB-Latin American Pacific Alliance		\$ 10,000.00		\$ 10,000.00
3.7	Co-Sponsor Other CIBER's FDIB		\$ 12,000.00		\$ 12,000.00
3.8	CIBER Business Language Conference		\$ 3,000.00		\$ 3,000.00
	Fringe Develop Global Leaders (24.4%)	\$ -			\$ -
	Total	\$ -	\$ 30,000.00	\$ 39,500.00	\$ 69,500.00
Administrative Support					
	Project Director	\$ -	\$ 8,000.00	\$ 3,000.00	\$ 11,000.00
	Assistant Director	\$ -	\$ 7,000.00	\$ 2,000.00	\$ 9,000.00
	Administrative Assistant	\$ -	\$ 2,500.00	\$ -	\$ 2,500.00
	Student Assistants	\$ -	\$ -	\$ -	\$ -
	TOTAL	\$ -	\$ 17,500.00	\$ 5,000.00	\$ 22,500.00
External Reviewer					
	External Reviewer	\$ 2,500.00	\$ 1,000.00		\$ 3,500.00
	TOTAL	\$ 2,500.00	\$ 1,000.00	\$ -	\$ 3,500.00
1 - Develop Global Leaders					\$ 115,540.00
2 - Strengthen South Florida's IB Community					\$ 71,583.20
3 - Promote Highly Talented Scholars					\$ 69,500.00
Administrative Support					\$ 22,500.00
External Reviewer					\$ 3,500.00
Total Direct					\$ 282,623.20
Indirect (8%)					\$ 22,609.86
Grand Total		PR/Award # P220A140018			\$ 305,233.06

Line Item Budget By Program		USDOE - Federal Funds Year 2			
		Personnel	Travel	Other	Total
1	Develop Global Leaders				
1.1	IB Compliance Boot-Camp: Healthcare, Finance and Beyond	\$ 4,000.00			\$ 4,000.00
1.2	Global Speed Networking			\$ 4,000.00	\$ 4,000.00
1.3	Focus On...			\$ 1,500.00	\$ 1,500.00
1.4	Doctoral Seminar: Strategies for Multinationals from/or Operating in Emerging Economies	\$ 10,000.00	\$ 4,000.00	\$ 4,000.00	\$ 18,000.00
1.5	VIP-Teletandem			\$ 3,000.00	\$ 3,000.00
1.6	Less Commonly Taught Language			\$ 3,000.00	\$ 3,000.00
1.7	Business Portuguese Course			\$ 2,500.00	\$ 2,500.00
1.8	Continuous Enhancement of IB Curricula				\$ -
1.9	IB Practicum	\$ 3,000.00			\$ 3,000.00
1.10	Reverse Mentoring				\$ -
1.11	Sister Cities Miami		\$ 1,000.00		\$ 1,000.00
1.12	Innovators for the Americas	\$ 16,000.00	\$ 18,000.00		\$ 34,000.00
1.13	Global Business Consulting	\$ 7,000.00	\$ 3,000.00	\$ 4,000.00	\$ 14,000.00
1.14	International In-Country Internship		\$ 3,000.00		\$ 3,000.00
1.15	Student Development in International Business		\$ 3,000.00		\$ 3,000.00
1.16	SDIB US-Entrepreneurship Drives Competitiveness		\$ 2,000.00		\$ 2,000.00
1.17	Sustainable Global Field Projects		\$ 5,000.00		\$ 5,000.00
1.18	International Case Competition		\$ 4,000.00		\$ 4,000.00
1.19	Enhance Graduate Student Global Network				\$ -
1.20	International Exchange Scholarship for Minorities		\$ 5,000.00		\$ 5,000.00
	Fringe Develop Global Leaders (24.4%)	\$ 9,760.00			\$ 9,760.00
	Total	\$ 49,760.00	\$ 48,000.00	\$ 22,000.00	\$ 119,760.00
2	Strengthen South Florida's IB Community				
2.1	Innovate: Miami-Young Leaders	\$ 2,000.00	\$ 2,000.00	\$ 2,500.00	\$ 6,500.00
2.2	The Nuts and Bolts of IB for Miami Dade College	\$ 6,000.00			\$ 6,000.00
2.3	IB101 for High Schools	\$ 3,000.00			\$ 3,000.00
2.4	IB Institute-Miami	\$ 10,000.00		\$ 5,000.00	\$ 15,000.00
2.5	Leadership and Innovation in Services for the Americas Annual Conference	\$ 12,000.00	\$ 6,000.00	\$ 5,000.00	\$ 23,000.00
2.6	Discover Global Markets			\$ 1,500.00	\$ 1,500.00
2.7	Automated Export System Seminar and Workshop				\$ -
2.8	Global Mini-Conference: A Day of Education	\$ 4,800.00			\$ 4,800.00
2.9	Business Opportunities in Africa Workshop				\$ -
2.10	Joint Programs with the Center for Hemispheric Policy			\$ 1,500.00	\$ 1,500.00
2.11	Communication in the 21st Century			\$ 1,500.00	\$ 1,500.00
2.12	Mentoring and Outreach for Minority Serving Institutions			\$ 3,000.00	\$ 3,000.00
2.13	IB Institute for Community College Faculty				\$ -
2.14	San Diego State University District Export Council			\$ 1,000.00	\$ 1,000.00
	Fringe Develop Global Leaders (24.4%)	\$ 9,223.20			\$ 9,223.20
	Total	\$ 47,023.20	\$ 8,000.00	\$ 21,000.00	\$ 76,023.20
3	Promote Highly Talented Scholars				
3.1	Frontiers in IB Research Seminar			\$ 1,500.00	\$ 1,500.00
3.2	Frontiers in IB White Paper Series				\$ -
3.3	IB Faculty Exchanges/Guest Scholars		\$ 3,000.00		\$ 3,000.00
3.4	Faculty Language Development			\$ 3,000.00	\$ 3,000.00
3.5	Interdisciplinary Research Mini-Grants			\$ 25,000.00	\$ 25,000.00
3.6	FDIB-Latin American Pacific Alliance		\$ 20,000.00		\$ 20,000.00
3.7	Co-Sponsor Other CIBER's FDIB		\$ 12,000.00		\$ 12,000.00
3.8	CIBER Business Language Conference		\$ 3,000.00		\$ 3,000.00
	Fringe Develop Global Leaders (24.4%)	\$ -			\$ -
	Total	\$ -	\$ 38,000.00	\$ 29,500.00	\$ 67,500.00
Adminisitrative Support					
	Project Director	\$ -	\$ 7,000.00	\$ 1,500.00	\$ 8,500.00
	Assistant Director	\$ -	\$ 5,000.00	\$ 1,000.00	\$ 6,000.00
	Administrative Assistant	\$ -	\$ 1,000.00	\$ -	\$ 1,000.00
	Student Assistants	\$ -	\$ -	\$ -	\$ -
	TOTAL	\$ -	\$ 13,000.00	\$ 2,500.00	\$ 15,500.00
External Reviewer					
	External Reviewer	\$ 2,500.00	\$ 1,000.00		\$ 3,500.00
	TOTAL	\$ 2,500.00	\$ 1,000.00	\$ -	\$ 3,500.00
	1 - Develop Global Leaders				\$ 119,760.00
	2 - Strengthen South Florida's IB Community				\$ 76,023.20
	3 - Promote Highly Talented Scholars				\$ 67,500.00
	Administrative Support				\$ 15,500.00
	External Reviewer				\$ 3,500.00
	Total Direct				\$ 282,283.20
	Indirect (8%)				\$ 22,582.66
	Grand Total	PR/Award # P220A140018			\$ 304,865.86

Line Item Budget By Program		USDOE - Federal Funds Year 3			
		Personnel	Travel	Other	Total
1	Develop Global Leaders				
1.1	IB Compliance Boot-Camp: Healthcare, Finance and Beyond	\$ 4,000.00			\$ 4,000.00
1.2	Global Speed Networking			\$ 4,000.00	\$ 4,000.00
1.3	Focus On...			\$ 1,500.00	\$ 1,500.00
1.4	Doctoral Seminar: Strategies for Multinationals from/or Operating in Emerging Economies	\$ 8,000.00	\$ 4,000.00	\$ 4,000.00	\$ 16,000.00
1.5	VIP-Teletandem			\$ 3,000.00	\$ 3,000.00
1.6	Less Commonly Taught Language			\$ 3,000.00	\$ 3,000.00
1.7	Business Portuguese Course			\$ 2,500.00	\$ 2,500.00
1.8	Continuous Enhancement of IB Curricula				\$ -
1.9	IB Practicum	\$ 3,000.00			\$ 3,000.00
1.10	Reverse Mentoring				\$ -
1.11	Sister Cities Miami		\$ 1,000.00		\$ 1,000.00
1.12	Innovators for the Americas	\$ 16,000.00	\$ 18,000.00		\$ 34,000.00
1.13	Global Business Consulting	\$ 7,000.00	\$ 3,000.00	\$ 4,000.00	\$ 14,000.00
1.14	International In-Country Internship		\$ 3,000.00		\$ 3,000.00
1.15	Student Development in International Business		\$ 3,000.00		\$ 3,000.00
1.16	SDIB US-Entrepreneurship Drives Competitiveness		\$ 2,000.00		\$ 2,000.00
1.17	Sustainable Global Field Projects		\$ 5,000.00		\$ 5,000.00
1.18	International Case Competition		\$ 4,000.00		\$ 4,000.00
1.19	Enhance Graduate Student Global Network				\$ -
1.20	International Exchange Scholarship for Minorities		\$ 5,000.00		\$ 5,000.00
	Fringe Develop Global Leaders (24.4%)	\$ 9,272.00			\$ 9,272.00
	Total	\$ 47,272.00	\$ 48,000.00	\$ 22,000.00	\$ 117,272.00
2	Strengthen South Florida's IB Community				
2.1	Innovate: Miami-Young Leaders	\$ 2,000.00	\$ 2,000.00	\$ 2,500.00	\$ 6,500.00
2.2	The Nuts and Bolts of IB for Miami Dade College	\$ 6,000.00			\$ 6,000.00
2.3	IB101 for High Schools	\$ 3,000.00			\$ 3,000.00
2.4	IB Institute-Miami	\$ 10,000.00		\$ 5,000.00	\$ 15,000.00
2.5	Leadership and Innovation in Services for the Americas Annual Conference	\$ 12,000.00	\$ 6,000.00	\$ 5,000.00	\$ 23,000.00
2.6	Discover Global Markets				\$ -
2.7	Automated Export System Seminar and Workshop				\$ -
2.8	Global Mini-Conference: A Day of Education	\$ 4,800.00			\$ 4,800.00
2.9	Business Opportunities in Africa Workshop			\$ 5,000.00	\$ 5,000.00
2.10	Joint Programs with the Center for Hemispheric Policy			\$ 1,500.00	\$ 1,500.00
2.11	Communication in the 21st Century			\$ 1,000.00	\$ 1,000.00
2.12	Mentoring and Outreach for Minority Serving Institutions			\$ 3,000.00	\$ 3,000.00
2.13	IB Institute for Community College Faculty			\$ 3,000.00	\$ 3,000.00
2.14	San Diego State University District Export Council			\$ 1,000.00	\$ 1,000.00
	Fringe Develop Global Leaders (24.4%)	\$ 9,223.20			\$ 9,223.20
	Total	\$ 47,023.20	\$ 8,000.00	\$ 27,000.00	\$ 82,023.20
3	Promote Highly Talented Scholars				
3.1	Frontiers in IB Research Seminar			\$ 1,500.00	\$ 1,500.00
3.2	Frontiers in IB White Paper Series				\$ -
3.3	IB Faculty Exchanges/Guest Scholars		\$ 3,000.00		\$ 3,000.00
3.4	Faculty Language Development			\$ 3,000.00	\$ 3,000.00
3.5	Interdisciplinary Research Mini-Grants			\$ 25,000.00	\$ 25,000.00
3.6	FDIB-Latin American Pacific Alliance		\$ 20,000.00		\$ 20,000.00
3.7	Co-Sponsor Other CIBER's FDIB		\$ 12,000.00		\$ 12,000.00
3.8	CIBER Business Language Conference		\$ 3,000.00		\$ 3,000.00
	Fringe Develop Global Leaders (24.4%)	\$ -			\$ -
	Total	\$ -	\$ 38,000.00	\$ 29,500.00	\$ 67,500.00
Administrative Support					
	Project Director	\$ -	\$ 5,000.00	\$ 1,000.00	\$ 6,000.00
	Assistant Director	\$ -	\$ 4,500.00	\$ 1,000.00	\$ 5,500.00
	Administrative Assistant	\$ -	\$ 1,000.00		\$ 1,000.00
	Student Assistants	\$ -	\$ -	\$ -	\$ -
	TOTAL	\$ -	\$ 10,500.00	\$ 2,000.00	\$ 12,500.00
External Reviewer					
	External Reviewer	\$ 2,500.00	\$ 1,000.00		\$ 3,500.00
	TOTAL	\$ 2,500.00	\$ 1,000.00	\$ -	\$ 3,500.00
	1 - Develop Global Leaders				\$ 117,272.00
	2 - Strengthen South Florida's IB Community				\$ 82,023.20
	3 - Promote Highly Talented Scholars				\$ 67,500.00
	Administrative Support				\$ 12,500.00
	External Reviewer				\$ 3,500.00
	Total Direct				\$ 282,795.20
	Indirect (8%)				\$ 22,623.62
	Grand Total	PR/Award # P220A140018			\$ 305,418.82

Line Item Budget By Program		USDOE - Federal Funds Year 4			
		Personnel	Travel	Other	Total
1	Develop Global Leaders				
1.1	IB Compliance Boot-Camp: Healthcare, Finance and Beyond	\$ 4,000.00			\$ 4,000.00
1.2	Global Speed Networking			\$ 4,000.00	\$ 4,000.00
1.3	Focus On...			\$ 1,500.00	\$ 1,500.00
1.4	Doctoral Seminar: Strategies for Multinationals from/or Operating in Emerging Economies	\$ 8,000.00	\$ 4,000.00	\$ 4,000.00	\$ 16,000.00
1.5	VIP-Teletandem			\$ 3,000.00	\$ 3,000.00
1.6	Less Commonly Taught Language			\$ 3,000.00	\$ 3,000.00
1.7	Business Portuguese Course			\$ 2,500.00	\$ 2,500.00
1.8	Continuous Enhancement of IB Curricula				\$ -
1.9	IB Practicum	\$ 3,000.00			\$ 3,000.00
1.10	Reverse Mentoring				\$ -
1.11	Sister Cities Miami		\$ 1,000.00		\$ 1,000.00
1.12	Innovators for the Americas	\$ 16,000.00	\$ 18,000.00		\$ 34,000.00
1.13	Global Business Consulting	\$ 7,000.00	\$ 3,000.00	\$ 4,000.00	\$ 14,000.00
1.14	International In-Country Internship		\$ 3,000.00		\$ 3,000.00
1.15	Student Development in International Business		\$ 3,000.00		\$ 3,000.00
1.16	SDIB US-Entrepreneurship Drives Competitiveness		\$ 2,000.00		\$ 2,000.00
1.17	Sustainable Global Field Projects		\$ 5,000.00		\$ 5,000.00
1.18	International Case Competition		\$ 4,000.00		\$ 4,000.00
1.19	Enhance Graduate Student Global Network				\$ -
1.20	International Exchange Scholarship for Minorities		\$ 5,000.00		\$ 5,000.00
	Fringe Develop Global Leaders (24.4%)	\$ 9,272.00			\$ 9,272.00
	Total	\$ 47,272.00	\$ 48,000.00	\$ 22,000.00	\$ 117,272.00
2	Strengthen South Florida's IB Community				
2.1	Innovate: Miami-Young Leaders	\$ 2,000.00	\$ 2,000.00	\$ 2,500.00	\$ 6,500.00
2.2	The Nuts and Bolts of IB for Miami Dade College	\$ 6,000.00			\$ 6,000.00
2.3	IB101 for High Schools	\$ 3,000.00			\$ 3,000.00
2.4	IB Institute-Miami	\$ 10,000.00		\$ 5,000.00	\$ 15,000.00
2.5	Leadership and Innovation in Services for the Americas Annual Conference	\$ 12,000.00	\$ 6,000.00	\$ 5,000.00	\$ 23,000.00
2.6	Discover Global Markets				\$ -
2.7	Automated Export System Seminar and Workshop				\$ -
2.8	Global Mini-Conference: A Day of Education	\$ 4,800.00			\$ 4,800.00
2.9	Business Opportunities in Africa Workshop			\$ 5,000.00	\$ 5,000.00
2.10	Joint Programs with the Center for Hemispheric Policy			\$ 1,500.00	\$ 1,500.00
2.11	Communication in the 21st Century			\$ 1,000.00	\$ 1,000.00
2.12	Mentoring and Outreach for Minority Serving Institutions			\$ 3,000.00	\$ 3,000.00
2.13	IB Institute for Community College Faculty				\$ -
2.14	San Diego State University District Export Council			\$ 1,000.00	\$ 1,000.00
	Fringe Develop Global Leaders (24.4%)	\$ 9,223.20			\$ 9,223.20
	Total	\$ 47,023.20	\$ 8,000.00	\$ 24,000.00	\$ 79,023.20
3	Promote Highly Talented Scholars				
3.1	Frontiers in IB Research Seminar			\$ 1,500.00	\$ 1,500.00
3.2	Frontiers in IB White Paper Series				\$ -
3.3	IB Faculty Exchanges/Guest Scholars		\$ 3,000.00		\$ 3,000.00
3.4	Faculty Language Development			\$ 3,000.00	\$ 3,000.00
3.5	Interdisciplinary Research Mini-Grants			\$ 25,000.00	\$ 25,000.00
3.6	FDIB-Latin American Pacific Alliance		\$ 20,000.00		\$ 20,000.00
3.7	Co-Sponsor Other CIBER's FDIB		\$ 12,000.00		\$ 12,000.00
3.8	CIBER Business Language Conference		\$ 3,000.00		\$ 3,000.00
	Fringe Develop Global Leaders (24.4%)	\$ -			\$ -
	Total	\$ -	\$ 38,000.00	\$ 29,500.00	\$ 67,500.00
Administrative Support					
	Project Director	\$ -	\$ 6,000.00	\$ 1,500.00	\$ 7,500.00
	Assistant Director	\$ -	\$ 5,000.00	\$ 1,500.00	\$ 6,500.00
	Administrative Assistant	\$ -	\$ 1,500.00	\$ -	\$ 1,500.00
	Student Assistants	\$ -	\$ -	\$ -	\$ -
	TOTAL	\$ -	\$ 12,500.00	\$ 3,000.00	\$ 15,500.00
External Reviewer					
	External Reviewer	\$ 2,500.00	\$ 1,000.00		\$ 3,500.00
	TOTAL	\$ 2,500.00	\$ 1,000.00	\$ -	\$ 3,500.00
	1 - Develop Global Leaders				\$ 117,272.00
	2 - Strengthen South Florida's IB Community				\$ 79,023.20
	3 - Promote Highly Talented Scholars				\$ 67,500.00
	Administrative Support				\$ 15,500.00
	External Reviewer				\$ 3,500.00
	Total Direct				\$ 282,795.20
	Indirect (8%)				\$ 22,623.62
	Grand Total	PR/Award # P220A140018			\$ 305,418.82

Budget Justification -Year 1: Federal Funds

1. Personnel – Total: \$65,300.00

Administrative Support - Paid 100% by the School of Business Administration - \$0.00

-Program Director (PD) currently oversees the project and will devote 50% of their time supervising staff, overseeing the successful outcome of projects, and spearheading several individual projects. The PD is fully responsible for all projects.

-Assistant Director (AD) will spend 100% of their time providing direct service to all programs and participants. The AD will serve as the liaison between UM CIBER and other entities throughout the University and the CIBER community. Responsible for successful account keeping, annual reports to the DOE, among others.

-Administrative Assistant is a fulltime assistant which will provides support to the AD and PD. Responsibilities include event management, budget reconciliation, reporting, and other duties as assigned.

Program Support - \$62,800

Payments made to individual faculty members who will serve as instructors, lectures, advisors, mentors and guest speakers for individual programs (as described in the Narrative).

Other - \$2,500

External Reviewer (no CFB) will evaluate all program success, including surveys, and provide input and recommendations for improvement.

2. Fringe Benefits – Total: \$15,323.20

CFB will be paid for all Program Support based at a rate of 24.4%: $\$62,800 \times .244 = \$15,323.20$

Total Project Personnel: $\$65,300$ (personnel) + $\$15,323.20$ (fringe benefits) = $\$80,623.20$

3. Travel – Total: \$111,500.00

PD and AD are expected to attend annual Director's meetings. Travel will be required to carry out the objective of several programs including meeting with partner institutions abroad to build collaborations for the consulting projects.

External reviewer will receive a travel stipend to attend the annual IAC meeting.

Students will receive travel awards to participate in experiential learning opportunities, including SDIB, consulting projects, conferences, etc.

4. Equipment Purchases – Total: \$0.00

There will not be any equipment purchased with federal funds.

5. Supplies – Total \$0.00

Supplies will not be purchased with federal funds.

6. Contractual – Total: \$0.00

No contracts.

7. Construction – Total: \$0.00

No construction.

8. Other – Total: \$90,500.00

Other costs include conference planning (fees, meals, etc.), competitive awards, co-sponsorship of other's programs (including other CIBER's), data needed for research, and other miscellaneous costs needed to support programs for students, community, and faculty.

9. Total Direct Cost – Total: \$282,623.20

\$65,300 (personnel) + \$15,323.20 (fringe benefits) + \$111,500 (travel) + \$90,500 (other) = \$282,623.20 (direct costs)

10. Indirect Cost (8%) – Total: \$22,609.86

UM will comply with the DOE's required 8% IDC rate:

\$282,623.20 (direct costs) x 0.08 (indirect cost rate) = \$22,609 (indirect costs)

11. Training Stipends – Total: \$0.00

No training stipends.

12. Total Costs Year 1 – \$305,233.06

\$65,300 (personnel) + \$15,323.20 (fringe benefits) + \$111,500 (travel) + \$90,500 (other) = \$282,623.20 (direct costs)

\$282,623.20 (direct costs) x 0.08 (indirect cost rate) = \$22,609 (indirect costs)

\$282,623.20 (direct costs) + \$22,609 (indirect costs) = \$305,233.06

UM CIBER Line Item Budget

Year 1 (2014-2015)

US DOE

NON-Federal

Item**Personnel****Administrative Support:**

Project Director (2 summer months)		\$ 33,924.00
Associate Director		\$ 47,840.00
Administrative Assistant		\$ 29,232.00

Program Support:

(1.1) Instructor: Compliance Bootcamp	\$ 4,000.00	
(1.4) Lecturers: Doctoral Seminar	\$ 12,000.00	
(1.9) Advisors: IB Practicum	\$ 3,000.00	
(1.12) Faculty Mentors: Innovators for the Americas	\$ 16,000.00	
(2.1) Faculty Mentors: Innovate: Miami	\$ 2,000.00	
(2.2) Guest Speakers: Nuts and Bolts MDC	\$ 6,000.00	
(2.3) Guest Speakers: IB101 High Schools	\$ 3,000.00	
(2.5) Keynote Speaker: Annual Conference	\$ 12,000.00	
(2.8) Guest Speakers: Global Mini Conference	\$ 4,800.00	

Other SBA Faculty Contribution (Time/Effort)

Faculty/ Staff (Time/Effort)	\$ 62,800.00	\$ 85,829.00
Student Assistant		\$ 5,000.00

Other UM Schools Faculty Contribution (Time/Effort) \$ 22,514.00**Other**

External Reviewer (w/o CFB)	\$ 2,500.00	
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1. TOTAL PERSONNEL \$ 65,300.00 \$ 224,339.00**Fringe Benefits**

Faculty (24.4%)	\$ 15,323.20	\$ 32,104.00
Staff (39.5%)		\$ 34,959.00

2. TOTAL FRINGE BENEFITS \$ 15,323.20 \$ 67,063.00**TOTAL SALARIES (1+2)** \$ 80,623.20 \$ 291,402.00**3. Travel**

CIBER meetings, annual conferences, FDIB programs, guest speakers to academic conferences, etc.	\$ 111,500.00	\$ 5,000.00
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4. Equipment		
Desk, computers, phones, etc.)	\$ -	\$ 3,000.00
5. Supplies	\$ -	\$ 2,000.00
6. Contractual	\$ -	\$ -
7. Construction	\$ -	\$ -
8. Other	\$ 90,500.00	\$ 4,500.00
9. TOTAL DIRECT COST	\$ 282,623.20	\$ 305,902.00
10. Indirect Cost (8%)	\$ 22,609.86	\$ -
11. Training Stipends	\$ -	\$ -
12. TOTAL COSTS YEAR 1	\$ 305,233.06	\$ 305,902.00

See Appendix 7 for Budget Narrative/Notes including logic, individuals/groups considered, and assumptions embedded in these figures

NOTE: There are no US DOE cost entries for (5) Supplies, (6) Contractual, (7) Construction, (11) Training Stipends

UM CIBER Line Item Budget

Year 2 (2015-2016)

US DOE

NON-Federal

Item**Personnel****Administrative Support:**

Project Director (2 summer months)		\$ 34,942.00
Associate Director		\$ 49,280.00
Administrative Assistant		\$ 30,104.00

Program Support:

(1.1) Instructor: Compliance Bootcamp	\$ 4,000.00	
(1.4) Lecturers: Doctoral Seminar	\$ 10,000.00	
(1.9) Advisors: IB Practicum	\$ 3,000.00	
(1.12) Faculty Mentors: Innovators for the Americas	\$ 16,000.00	
(1.13) Global Business Consulting	\$ 7,000.00	
(2.1) Faculty Mentors: Innovate: Miami	\$ 2,000.00	
(2.2) Guest Speakers: Nuts and Bolts MDC	\$ 6,000.00	
(2.3) Guest Speakers: IB101 High Schools	\$ 3,000.00	
(2.4) IB Institute - Miami	\$ 10,000.00	
(2.5) Keynote Speaker: Annual Conference	\$ 12,000.00	
(2.8) Guest Speakers: Global Mini Conference	\$ 4,800.00	
Other SBA Faculty Contribution (Time/Effort)		
Faculty/ Staff (Time/Effort)	\$ 77,800.00	\$ 78,350.00
Student Assistant		\$ 5,000.00
Other UM Schools Faculty Contribution (Time/Effort)		\$ 27,728.00
Other		
External Reviewer (w/o CFB)	\$ 2,500.00	
1. TOTAL PERSONNEL	\$ 80,300.00	\$ 225,404.00

Fringe Benefits

Faculty (24.9%)	\$ 18,983.20	\$ 32,374.00
Staff (40.0%)		\$ 36,461.00

2. TOTAL FRINGE BENEFITS	\$ 18,983.20	\$ 68,835.00
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TOTAL SALARIES (1+2)	\$ 99,283.20	\$ 294,239.00
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3. Travel

CIBER meetings, annual conferences, FDIB
programs, guest speakers to academic
conferences, etc.

\$ 108,000.00	\$ 5,000.00
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4. Equipment		
Desk, computers, phones, etc.)	\$ -	\$ 1,500.00
5. Supplies	\$ -	\$ 1,500.00
6. Contractual	\$ -	\$ -
7. Construction	\$ -	\$ -
8. Other	\$ 75,000.00	\$ 4,500.00
9. TOTAL DIRECT COST	\$ 282,283.20	\$ 306,739.00
10. Indirect Cost (8%)	\$ 22,582.66	\$ -
11. Training Stipends	\$ -	\$ -
12. TOTAL COSTS YEAR 2	\$ 304,865.86	\$ 306,739.00

See Appendix 7 for Budget Narrative/Notes including logic, individuals/groups considered, and assumptions embedded in these figures

NOTE: There are no US DOE cost entries for (5) Supplies, (6) Contractual, (7) Construction, (11) Training Stipends

UM CIBER Line Item Budget

Year 3 (2016-2017)

US DOE

NON-Federal

Item**Personnel****Administrative Support:**

Project Director (2 summer months) \$ 35,990.00

Associate Director \$ 50,756.00

Administrative Assistant \$ 31,004.00

Program Support:

(1.1) Instructor: Compliance Bootcamp \$ 4,000.00

(1.4) Lecturers: Doctoral Seminar \$ 8,000.00

(1.9) Advisors: IB Practicum \$ 3,000.00

(1.12) Faculty Mentors: Innovators for the Americas \$ 16,000.00

(1.13) Global Business Consulting \$ 7,000.00

(2.1) Faculty Mentors: Innovate: Miami \$ 2,000.00

(2.2) Guest Speakers: Nuts and Bolts MDC \$ 6,000.00

(2.3) Guest Speakers: IB101 High Schools \$ 3,000.00

(2.4) IB Institute - Miami \$ 10,000.00

(2.5) Keynote Speaker: Annual Conference \$ 12,000.00

(2.8) Guest Speakers: Global Mini Conference \$ 4,800.00

Other SBA Faculty Contribution (Time/Effort)

Faculty/ Staff (Time/Effort) \$ 75,800.00 \$ 68,082.00

Student Assistant \$ 3,000.00

Other UM Schools Faculty Contribution (Time/Effort) \$ 36,914.00**Other**

External Reviewer (w/o CFB) \$ 2,500.00

1. TOTAL PERSONNEL \$ 78,300.00 \$ 225,746.00**Fringe Benefits**

Faculty (25.40%) \$ 18,495.20 \$ 32,926.00

Staff (40.5%) \$ 38,019.00

2. TOTAL FRINGE BENEFITS \$ 18,495.20 \$ 70,945.00**TOTAL SALARIES (1+2)** \$ 96,795.20 \$ 296,691.00**3. Travel**

CIBER meetings, annual conferences, FDIB

programs, guest speakers to academic

conferences, etc. \$ 105,500.00 \$ 5,000.00

4. Equipment		
Desk, computers, phones, etc)	\$ -	\$ 1,500.00
5. Supplies	\$ -	\$ 1,500.00
6. Contractual	\$ -	\$ -
7. Construction	\$ -	\$ -
8. Other	\$ 80,500.00	\$ 3,000.00
9. TOTAL DIRECT COST	\$ 282,795.20	\$ 307,691.00
10. Indirect Cost (8%)	\$ 22,623.62	\$ -
11. Training Stipends	\$ -	\$ -
12. TOTAL COSTS YEAR 3	\$ 305,418.82	\$ 307,691.00

See Appendix 7 for Budget Narrative/Notes including logic, individuals/groups considered, and assumptions embedded in these figures

NOTE: There are no US DOE cost entries for (5) Supplies, (6) Contractual, (7) Construction, (11) Training Stipends

UM CIBER Line Item Budget

Year 4 (2017-2018)

US DOE

NON-Federal

Item**Personnel****Administrative Support:**

Project Director (2 summer months)		\$ 37,070.00
Associate Director		\$ 52,276.00
Administrative Assistant		\$ 31,936.00

Program Support:

(1.1) Instructor: Compliance Bootcamp	\$ 4,000.00	
(1.4) Lecturers: Doctoral Seminar	\$ 8,000.00	
(1.9) Advisors: IB Practicum	\$ 3,000.00	
(1.12) Faculty Mentors: Innovators for the Americas	\$ 16,000.00	
(1.13) Global Business Consulting	\$ 7,000.00	
(2.1) Faculty Mentors: Innovate: Miami	\$ 2,000.00	
(2.2) Guest Speakers: Nuts and Bolts MDC	\$ 6,000.00	
(2.3) Guest Speakers: IB101 High Schools	\$ 3,000.00	
(2.4) IB Institute - Miami	\$ 10,000.00	
(2.5) Keynote Speaker: Annual Conference	\$ 12,000.00	
(2.8) Guest Speakers: Global Mini Conference	\$ 4,800.00	
Other SBA Faculty Contribution (Time/Effort)		
Faculty/ Staff (Time/Effort)	\$ 75,800.00	\$ 70,529.00
Student Assistant		\$ 3,000.00
Other UM Schools Faculty Contribution (Time/Effort)		\$ 29,415.00
Other		
External Reviewer (w/o CFB)	\$ 2,500.00	

1. TOTAL PERSONNEL	\$ 78,300.00	\$ 224,226.00
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Fringe Benefits

Faculty (25.9%)	\$ 18,495.20	\$ 32,449.00
Staff (41%)		\$ 39,642.00

2. TOTAL FRINGE BENEFITS	\$ 18,495.20	\$ 72,091.00
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TOTAL SALARIES (1+2)	\$ 96,795.20	\$ 296,317.00
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3. Travel

CIBER meetings, annual conferences, FDIB programs, guest speakers to academic conferences, etc.	\$ 107,500.00	\$ 5,000.00
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4. Equipment		
Desk, computers, phones, etc.)	\$ -	\$ -
5. Supplies	\$ -	\$ 1,500.00
6. Contractual	\$ -	\$ -
7. Construction	\$ -	\$ -
8. Other	\$ 78,500.00	\$ 3,000.00
9. TOTAL DIRECT COST	\$ 282,795.20	\$ 305,817.00
10. Indirect Cost (8%)	\$ 22,623.62	\$ -
11. Training Stipends	\$ -	\$ -
12. TOTAL COSTS YEAR 4	\$ 305,418.82	\$ 305,817.00

See Appendix 7 for Budget Narrative/Notes including logic, individuals/groups considered, and assumptions embedded in these figures

NOTE: There are no US DOE cost entries for (5) Supplies, (6) Contractual, (7) Construction, (11) Training Stipends

UM CIBER Line Item Budget

TOTAL 2014- 2018

US DOE

NON-Federal

Item**Personnel****Administrative Support:**

Project Director (2 summer months)		\$ 141,926.00
Associate Director		\$ 200,152.00
Administrative Assistant		\$ 122,276.00

Program Support:

(1.1) Instructor: Compliance Bootcamp	\$ 16,000.00	
(1.4) Lecturers: Doctoral Seminar	\$ 38,000.00	
(1.9) Advisors: IB Practicum	\$ 12,000.00	
(1.12) Faculty Mentors: Innovators for the Americas	\$ 64,000.00	
(1.13) Global Business Consulting	\$ 21,000.00	
(2.1) Faculty Mentors: Innovate: Miami	\$ 8,000.00	
(2.2) Guest Speakers: Nuts and Bolts MDC	\$ 24,000.00	
(2.3) Guest Speakers: IB101 High Schools	\$ 12,000.00	
(2.4) IB Institute - Miami	\$ 30,000.00	
(2.5) Keynote Speaker: Annual Conference	\$ 48,000.00	
(2.8) Guest Speakers: Global Mini Conference	\$ 19,200.00	
Other SBA Faculty Contribution (Time/Effort)		
Faculty/ Staff (Time/Effort)	\$ 292,200.00	\$ 302,790.00
Student Assistant		\$ 16,000.00
Other UM Schools Faculty Contribution (Time/Effort)		\$ 116,571.00
Other		
External Reviewer (w/o CFB)	\$ 10,000.00	
1. TOTAL PERSONNEL	\$ 302,200.00	\$ 899,715.00

Fringe Benefits

Faculty	\$ 71,296.80	\$ 129,853.00
Staff		\$ 149,081.00

2. TOTAL FRINGE BENEFITS	\$ 71,296.80	\$ 278,934.00
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TOTAL SALARIES (1+2)	\$ 373,496.80	\$ 1,178,649.00
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3. Travel

CIBER meetings, annual conferences, FDIB programs, guest speakers to academic conferences, etc.

	\$ 432,500.00	\$ 20,000.00
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4. Equipment		
Desk, computers, phones, etc.)	\$ -	\$ 6,000.00
5. Supplies	\$ -	\$ 6,500.00
6. Contractual	\$ -	\$ -
7. Construction	\$ -	\$ -
8. Other	\$ 324,500.00	\$ 15,000.00
9. TOTAL DIRECT COST	\$ 1,130,496.80	\$ 1,226,149.00
10. Indirect Cost (8%)	\$ 90,439.74	\$ -
11. Training Stipends	\$ -	\$ -
12. TOTAL COSTS ALL YEARS	\$ 1,220,936.54	\$ 1,226,149.00

See Appendix 7 for Budget Narrative/Notes including logic, individuals/groups considered, and assumptions embedded in these figures

NOTE: There are no US DOE cost entries for (5) Supplies, (6) Contractual, (7) Construction, (11) Training Stipends

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

University of Miami

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	65,300.00	80,300.00	78,300.00	78,300.00		302,200.00
2. Fringe Benefits	15,323.20	18,983.20	18,495.20	18,495.20		71,296.80
3. Travel	111,500.00	108,000.00	105,500.00	107,500.00		432,500.00
4. Equipment	0.00	0.00	0.00	0.00		0.00
5. Supplies	0.00	0.00	0.00	0.00		0.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	90,500.00	75,000.00	80,500.00	78,500.00		324,500.00
9. Total Direct Costs (lines 1-8)	282,623.20	282,283.20	282,795.20	282,795.20		1,130,496.80
10. Indirect Costs*	22,609.86	22,582.66	22,623.62	22,623.62		90,439.76
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	305,233.06	304,865.86	305,418.82	305,418.82		1,220,936.56

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 06/01/2011 To: 05/31/2015 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): DHHS

The Indirect Cost Rate is 50.00 %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 8.00 %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
University of Miami	

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	224,339.00	225,404.00	225,746.00	224,226.00		899,715.00
2. Fringe Benefits	67,063.00	68,835.00	70,945.00	72,091.00		278,934.00
3. Travel	5,000.00	5,000.00	5,000.00	5,000.00		20,000.00
4. Equipment	3,000.00	1,500.00	1,500.00	0.00		6,000.00
5. Supplies	2,000.00	1,500.00	1,500.00	1,500.00		6,500.00
6. Contractual	0.00	0.00	0.00	0.00		0.00
7. Construction	0.00	0.00	0.00	0.00		0.00
8. Other	4,500.00	4,500.00	3,000.00	3,000.00		15,000.00
9. Total Direct Costs (lines 1-8)	305,902.00	306,739.00	307,691.00	305,817.00		1,226,149.00
10. Indirect Costs	0.00	0.00	0.00	0.00		0.00
11. Training Stipends	0.00	0.00	0.00	0.00		0.00
12. Total Costs (lines 9-11)	305,902.00	306,739.00	307,691.00	305,817.00		1,226,149.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

OMB Number: 1894-0007
Expiration Date: 07/31/2014

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Joseph		Ganitsky	Ph.D

Address:

Street1:	5250 University Drive
Street2:	Jenkins Building, Room 417R
City:	Coral Gables
County:	Miami Dade
State:	FL: Florida
Zip Code:	33146-6550
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
305-284-4729	305-284-3655

Email Address:

jganitsky@miami.edu

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

--

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

--

Add Attachment

Delete Attachment

View Attachment